Saturday Review

SEPTEMBER 12, 1953 / 20¢

Charles A. Lindbergh, author of "The Spirit of St. Louis."
(See page 35)

THE CRISIS IN THE SCHOOLS: 1953

SR's Accent on Education Issue

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

It is difficult to write a definition of the American way.
But it is easy to find good examples. Here is one:

The man with 248,404 different names

Idly toying with pencil and paper, we just figured out what it would cost to buy yourself a certain electric manufacturing company. Complete with factories, machines, raw materials in the bins, and so forth.

Write your check for 2 billion dollars, please. (That's at recent price per share quoted on the Stock Exchange.) But don't send the check to the company. It doesn't own the stock.

You'd have to buy back the stock in bits and pieces from 116,000 women share owners. And 83,000 men. You'd have to get in touch with about 25,000 trustees and guardians. And a few thousand insurance companies, universities, hospitals and pension trusts to buy back the stock *they* own.

We wouldn't blame these people if they didn't sell to you. They don't have to, you know. Maybe they want the stock for the same reason you do.

Not even a thousand millionaires, each putting in a million dollars, could "own" General Electric. The "man" who owns General Electric has 248,404 names. There are that many owners on the books.

Simple mathematics can shoot a large round hole in the childish misconception that America's basic companies are owned by a few lucky people.

Suppose there were the fantastic total of 100,000 millionaires. Even they couldn't buy the "people-owned" businesses on which America depends for goods. But already six and a half million individuals have a direct investment in America's production.

The only thing bigger than America today will be America tomorrow. And the only collection of people rich enough to finance this growth and share in its success is the public.

You can put your confidence in—

GENERAL ELECTRIC

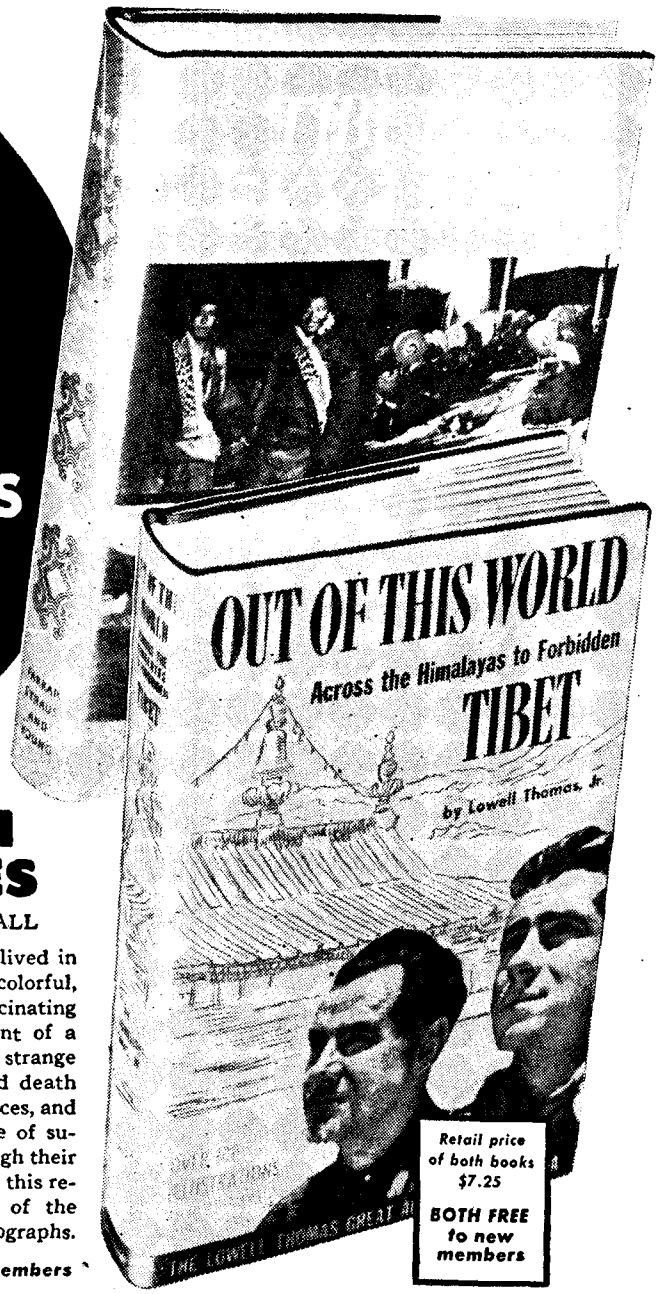
PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

FREE!

THESE 2 GREAT ADVENTURE BOOKS

if you now join the

Travel Book Club


OUT OF THIS WORLD
Across the Himalayas to Forbidden
TIBET
by Lowell Thomas, Jr.
Retail price of both books $7.25
BOTH FREE to new members

OUT OF THIS WORLD

By LOWELL THOMAS, JR.

With over 100 illustrations 32 in FULL COLOR

Join Lowell Thomas, Jr. on this exciting journey over the towering Himalayas, into the forbidden land of Tibet . . . and on to the fabulous Holy City of Lhasa. Meet the boy-king of Tibet, in his gold-roofed, thousand-room palace! "Undoubtedly the most vivid presentation of Tibet that the Western World has had"— says James Hilton, in The Saturday Review.

TIBETAN SKYLINES

By ROBERT B. EKVALL

Only a man who actually lived in Tibet could give us such a colorful, close-up picture of that fascinating land. This dramatic account of a rugged people reveals their strange religious rituals, birth and death rites, amazing primitive dances, and the whole astonishing maze of superstition which winds through their lives. Virtually a *journey* to this remote land on the "roof" of the world! Illustrated with photographs.

Retail price of both books $7.25 BOTH FREE to new members

YOUR PRIVILEGES AS A MEMBER

The Travel Book Club is for discriminating people who enjoy reading about strange, exotic far-away lands and who appreciate truly fine books that deal seriously with those fascinating places and their peoples. It offers its members a once-in-a-lifetime opportunity to collect and own such books, in the publishers' original editions, at substantial savings.

It costs you nothing to join the Travel Book Club. Your Charter Membership is *free* with the offer in the coupon below. As a member you will receive (also free) a subscription to *Horizons*, the Club's interesting bulletin, which reviews each month's selection and other newsworthy travel books.

On joining, you receive BOTH of the two currently popular books described at the left FREE with your first selection, *North of The Circle*. For every four additional selections you accept, you receive a valuable Bonus Book FREE.

It is *not* necessary however to accept every selection — as few as *four a year fulfills your sole membership obligation.* You pay only the members' special, reduced price for the books you want *after* receiving them, plus a small fixed mailing charge. If you do not want a forthcoming selection, you simply return a printed form which is always provided. Send no money. Just sign and mail coupon *now.*

Retail price, $4.50
Members' price $4.00

Start your membership with

NORTH OF THE CIRCLE

By FRANK ILLINGWORTH

Here is an illuminating chronicle of life as it is being lived today by the hardy men and women who make their homes north of the Polar Circle . . . in Spitzbergen, Lapland, Labrador, Greenland, Alaska, Canada and Siberia. Mr. Illingworth disproves many popular fallacies and vividly sketches delightful word pictures of the great, awe-inspiring Northland which he knows and loves so well. Illustrated with many unusual photos.

$11.75 worth of books for only $4.00

This coupon makes you a Charter member

TRAVEL BOOK CLUB, INC.
Dept. 2034, 11 East 36th Street, New York 16, N. Y.

Please enroll me as a Charter Member. I am to receive *free*, as a gift upon joining, *both Out of This World* and *Tibetan Skylines*. With these two gift books, send my first selection, *North of The Circle*, at the members' special reduced price of $4.00, plus 25c postage and packing charge. I shall receive *Horizons* FREE every month, and a free Bonus Book for each four additional selections I accept. My only obligation is to accept four selections the first year I am a member.

Name.....

Address.....

City.....Zone.....State.....

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

The Saturday Review

SEPTEMBER 12, 1953

Cover Drawing by Hal McIntosh

SR/EDUCATION

13 LET'S GLOBALIZE OUR UNIVERSITIES, by C. W. de Kiewiet

15-22 THE PUBLIC SCHOOL CRISIS: 1953. by Fred M. Hechinger and George Kerry Smith, Francis B. Chase, John Hersey, Hodding Carter, Bernard Young. Jr., Robert K. Bair

23 EDUCATION 1953-54: A NEWSCAST, by Fred M. Hechinger

24 START THEM YOUNG: AN EDITORIAL, by Henri Peyre

26 IS THERE QUACKERY IN OUR SCHOOLS?
YES, by Gordon K. Chalmers—NO, by Maurice R. Ahrens

28 THE CONFLICT IN EDUCATION IN A DEMOCRATIC SOCIETY, by Robert M. Hutchins
Reviewed by Robert Ulich

29 UNTIL VICTORY, by Louise Hall Tharp
Reviewed by Merle Curti

30 FREEDOM AND PUBLIC EDUCATION, by Ernest O. Melby and Morton Puner
Reviewed by John S. Brubacher

31 GENERAL EDUCATION IN SCHOOL AND COLLEGE, a Committee Report
Reviewed by H. T. Morse

32 THE AMERICAN ELEMENTARY SCHOOL, edited by Harold G. Shane
A PUBLIC SCHOOL FOR TOMORROW, by Marion Nesbitt
Reviewed by Lucy Sprague Mitchell

33 IT TAKES TIME, by Marie I. Rasey
Reviewed by Ruth Streitz

68 THE SCHOOLMAN'S BOOKSHELF, by Siegfried Mandel

SR/BOOKS

35 THE SPIRIT OF ST. LOUIS, by Charles A. Lindbergh
Reviewed by Ernest K. Gann

36 CEILING UNLIMITED, by Lloyd W. Morris and Kendall Smith
Reviewed by Marvin W. McFarland

37 THE DARK ISLAND, by Henry Treece
Reviewed by Edmund Fuller

38 THE HONEYED PEACE, by Martha Gellhorn
Reviewed by William Peden

38 THE COLORS OF THE DAY, by Romain Gary
Reviewed by Laurent LeSage

39 THE DESIRE AND PURSUIT OF THE WHOLE, by Frederick Rolfe
Reviewed by Robert Halsband

40 WILLA CATHER, by Elizabeth Shepley Sergeant
Reviewed by Edward Wagenknecht

41 PERIOD PIECE, by Gwen Raverat
Reviewed by Amy Loveman

42 THE BOLD WOMEN, by Helen Beal Woodward
Reviewed by Richardson Wright

42 IMPATIENT CRUSADER, by Josephine Goldmark
Reviewed by Alice Hamilton

SR/THE ARTS

44 BROADWAY POSTSCRIPT, by Henry Hewes

47 *SR* GOES TO THE MOVIES, by Arthur Knight

48 TV AND RADIO, by Goodman Ace

49 MUSIC TO MY EARS, by Irving Kolodin

52 IDEAS ON FILM, by Cecile Starr

SR/DEPARTMENTS

6 TRADE WINDS, by Laura Z. Hobson

25 LETTERS TO THE EDITOR

34 NEW EDITIONS, by Ben Ray Redman

36 LITERARY I.Q.

39 LITERARY CRYPT

58 BOOKED FOR TRAVEL, by Horace Sutton

71 THE CRIMINAL RECORD

74 KINGSLEY DOUBLE-CROSTIC No. 1016

THE SATURDAY REVIEW, published weekly by the Saturday Review Associates, Inc., 25 W. 45th Street, New York 36, N. Y. E. De Golyer, Chairman of the Board; Harrison Smith, President; J. R. Cominsky, Executive Vice President and Treasurer; Norman Cousins, Vice President; Amy Loveman, Secretary; Nathan Cohn, Assistant Treasurer and Business Manager; Robert A. Burghardt, Advertising Director; Bert Garmise, Circulation Director; Ray Goodman, Circulation Manager. Subscription $7 a year; $8 in Canada. Member Audit Bureau of Circulations. Printed in U.S. Vol. XXXVI, No. 37, Sept. 12, 1953. Re-entered as second class matter January 11, 1952, at the Post Office in New York, N. Y., with additional entry at Philadelphia, Pa., under the Act of March 3, 1879. Indexed in the "Readers' Guide to Periodical Literature." Entire issue copyright 1953 by Saturday Review Associates, Inc.

The passing of Labor Day heralds the advent of Autumn, and to some the coming of Autumn means that the year is over.

¶ To many, however, Autumn signifies not the ending of a year, but the start of one. These people, both in and out of college, mark time by the school calendar. To them Autumn is a time for shaking off Summer's lethargy, for welcoming new thoughts, new ideas, new books.

¶ These people, right now, are going to their bookshops to inspect the Fall crop of Anchor Books.

¶ Anchor Books, published by Doubleday, are paper-bound books for the serious reader. They are not Great Books, just good books; and they were chosen to be read, not shelved and forgotten. Their success since last April has made some of publishing's most exciting news.

¶ Twelve Anchor Books have already appeared. They include D. H. Lawrence's "Studies in Classic American Literature," James Conant's "Modern Science and Modern Man," Edmund Wilson's "To the Finland Station," and André Gide's "Lafcadio's Adventures."

¶ This Fall brings 12 more Anchor Books, among them G. M. Trevelyan's three-volume "History of England," "The Liberal Imagination" by Lionel Trilling, "The Seventeenth Century Background" by Basil Willey, and Henry Green's novel, "Loving."

¶ Anchor Books are priced from 65¢ to 95¢, with one book at $1.25. For stimulating reading this Fall, and later, they are perfect. Ask your bookseller about them, or send a postcard to me for a complete list of titles.

L. L. Day

EDITOR-AT-LARGE

For further information on Anchor Books write to L. L. Day, Doubleday & Company, 575 Madison Avenue, New York 22, N. Y.

(Advertisement)

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

SR's Library Poll

EACH week *SR* lists the twenty books most in demand at representative public libraries around the country in an attempt to chart the trends of America's various reading tastes.

TITLE AND AUTHOR

1. **Désirée**
   by Annemarie Selinko (F)
2. **The Power of Positive Thinking**
   by Norman Vincent Peale (N-F)
3. **From Here to Eternity**
   by James Jones (F)
4. **The Rommel Papers**
   ed. by B. H. Liddell-Hart (N-F)
5. **Battle Cry**
   by Leon Uris (F)
6. **Beyond This Place**
   by A. J. Cronin (F)
7. **A Man Called Peter**
   by Catherine Marshall (N-F)
8. **Dark Angel**
   by Mika Waltari (F)
9. **The Silver Chalice**
   by Thomas B. Costain (F)
10. **The Silent World**
    by J.-Y. Cousteau (N-F)
11. **The Caine Mutiny**
    by Herman Wouk (F)
12. **The Second Sex**
    by Simone de Beauvoir (N-F)
13. **A House Is Not a Home**
    by Polly Adler (N-F)
14. **Annapurna**
    by Maurice Herzog (N-F)
15. **The Emperor's Lady**
    by F. W. Kenyon (F)
16. **Horn of the Hunter**
    by Robert Ruark (N-F)
17. **The Bridges at Toko-Ri**
    by James A. Michener (F)
18. **The High and the Mighty**
    by Ernest Gann (F)
19. **The Strange Case of Alger Hiss**
    by The Earl Jowitt (N-F)
20. **Call Me Lucky**
    by Bing Crosby (N-F)

CONTRIBUTING LIBRARIES

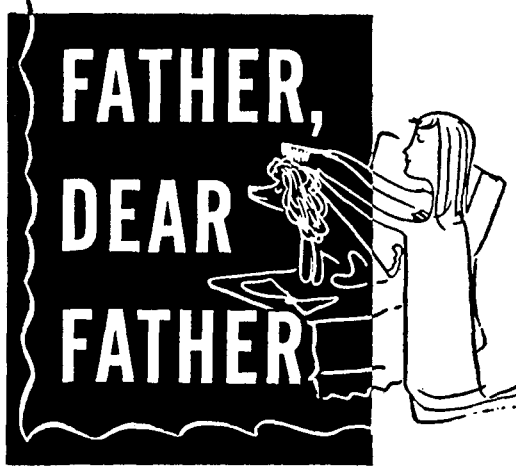
Atlanta (Ga.) Public Library
Birmingham (Ala.) Public Library
Buffalo (N. Y.) Public Library
Chicago (Ill.) Public Library
Cleveland (Ohio) Public Library
Dallas (Tex.) Public Library
Des Moines (Ia.) Public Library
Louisville (Ky.) Free Public Library
Los Angeles (Calif.) Public Library
Milwaukee (Wis.) Public Library
Minneapolis (Minn.) Public Library
New York (N. Y.) Public Library
Omaha (Neb.) Public Library
Philadelphia (Pa.) Free Library
Pittsburgh (Pa.) Carnegie Library
Richmond (Va.) Public Library
St. Louis (Mo.) Public Library
Salt Lake City (Utah) Free Public Library
Washington (D. C.) Public Library

* (N-F) = Non-Fiction
** (F) = Fiction

The geography may be Baedeker but the enchantment is pure *Bemelmans!*

In his latest full-length volume, Bemelmans rediscovers Europe through the eyes of two unique companions—Little Bit, a special kind of poodle, and his daughter Barbara, an even more special kind of thirteen-year-old. Admiring but slightly bemused in the role of papa, Bemelmans conducts their unorthodox tour from Paris to Tyrol to Naples and Capri. Blithely adventuring into the heart of people and places, they turn encounters with the slightly impossible into everyday affairs. Bemelmans' report on the characters they pick up along the way and the events that improbably befall them are generously embellished with his inimitable line drawings. $3.50

by LUDWIG BEMELMANS



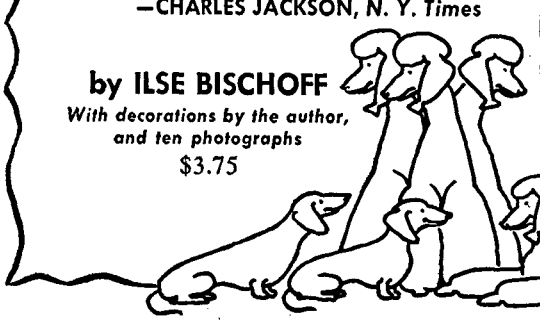
THE VIKING PRESS, NEW YORK

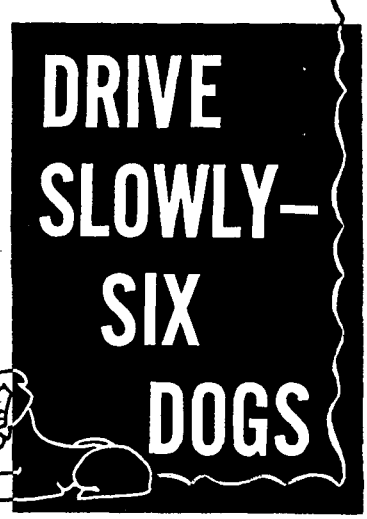
How one dog led to another . . . and not entirely by the usual method of procreation

Ranging from pure comedy to high drama, this delightfully personal memoir describes the pitfalls and consolations of life with six dogs in a New York apartment and on a Vermont farm. When you are heavily outnumbered by your dogs, you must resign yourself to being dog-broken. But this is a happy state when each dog is as unique as the ones Ilse Bischoff acquired: Pumpi, an underprivileged foundling who became valiant and self-sufficient; Rosie, a stolid peasant character; Pitty-pat, strictly the jealous, possessive type. They all come alive in a series of hectic adventures that will offer special meanings and special memories to anyone who has ever owned a dog.

"A splendid book, gay, moving, ribald, sad, gallant, tender and wonderfully well-written."
—CHARLES JACKSON, *N. Y. Times*

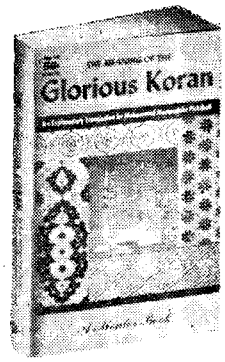
by ILSE BISCHOFF
With decorations by the author, and ten photographs
$3.75





PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

SIGNET BOOKS ⇨ MENTOR BOOKS ⇨ SIGNET BOOKS ⇨ MENTOR BOOKS ⇨ SIGNET BOOKS



THE MEANING OF THE GLORIOUS KORAN

This month, forty eminent scholars from eleven Near East countries and Moslem specialists from American universities and educational foundation will gather at Princeton University for a twelve-day colloquium on Islamic culture in its relation to the contemporary world.

This unique meeting, sponsored by Princeton and the Library of Congress, is the first of its type ever held in this country. It highlights the growing mutual interests and relationships between the people of many Near East lands and the United States.

Time to coincide with this interesting and important discussion of Moslem culture is the Mentor edition of THE MEANING OF THE GLORIOUS KORAN, An Explanatory Translation by Mohammed Marmaduke Pickthall, which the New American Library will publish this month in a 50¢ Mentor edition. This is the first low-priced edition ever published in the United States of the Holy Book of over 350,000,000 people—one sixth of the world's inhabitants.

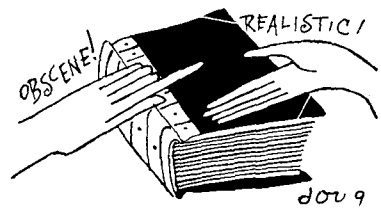
Everyone who wants to understand the cultural and political problems of the Near and Middle East will want to own a copy of this handsome, inexpensive edition. For the illuminating insight it provides into Islamic life, as well as for its fascinating revelations of one of the world's most profound human experiences, THE MEANING OF THE GLORIOUS KORAN is required reading.

The cover for this approved edition has been designed by the gifted young Pakistan artist, Rashid-Ud-Din. Now on sale at bookstores and newsstands everywhere, THE MEANING OF THE GLORIOUS KORAN is another striking example of the New American Library's policy of making available the best of the world's literature in Signet and Mentor editions priced within the reach of every reader.

THE New American Library
OF WORLD LITERATURE, INC.
501 MADISON AVENUE, NEW YORK 22
Publishers of Signet and Mentor Books
SEND FOR OUR FREE COMPLETE CATALOG

TRADE Winds

"A LEETLE BIT OF CENSORSHIP" . . . Joseph Henry Jackson, the eminent book critic of *The San Francisco Chronicle*, recently asked, "Did you ever hear anyone say, 'That book had better be banned because I might read it and it might be very damaging to me'?" A delicious question, to my mind, and one I hope I can quote verbatim the next time I get into a hassle with some few of my friends whom I privately dub the "leetle bit of censorship folk." They disapprove of censorship, they tell you; it's bad, it's dangerous, it's a threat to freedom—except, of course,

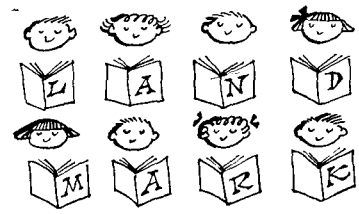


in a case like—and then comes one leetle exception. And as Mr. Jackson points out, in answer to his own query, "It's always somebody else that has to be protected."

In my experience, this delicate flower usually turns out to be a teenager, or the women folk, or just "the community"; it does little good to suggest to their big-hearted protectors that our courts are the place to decide about lewdness and pornography, and that one reader's "obscenity" may be another reader's "realism." All of which reminds me of the day ten years ago when my older son, now sixteen, came home from the first grade and wretchedly confessed, "I said a dirty word; I called Tony a dirty word." He looked so guilty and miserable, I went progressive-mother all over and calmly said, "Did you, dear? Most boys say dirty words once in a while; that's not so awful." Whereupon he began to cry, his sobs practically drowning out my little dissertation about why people didn't use dirty words, and my casual suggestion that perhaps if he'd tell me right out what he said, we could talk about it and then he'd feel a lot better right away. This suggestion he violently rejected. Questioning my own understanding of child psychology, I hastily dropped the idea. Whereupon he suddenly blurted out, "I said 'garbage'—I called Tony 'a bunch of garbage'."

DID YOU KNOW that the fifth- and sixth-graders in your family could be reading, and enjoying, books by John Mason Brown, Dorothy Canfield Fisher, C. S. Forester, Quentin Reynolds, MacKinlay Cantor, and a lot of other people who usually write for adults? You did if you've known about Landmark Books, which deal briefly, dramatically, and accurately with events and people in American history. Since 1950, when Random House launched the first ten Landmarks, two million copies have been sold, and next month ten new titles will be published, bringing the total number up to forty. "Thomas Jefferson," by Vincent Sheean; "George Washington Carver," by Anne Terry White; "The First Overland Mail," by Robert Pinkerton; "The Barbary Pirates," by C. S. Forester; "The Erie Canal," by Samuel Hopkins Adams—that's half of the new list, and gives you an idea of this remarkable series. Some of the most popular older titles were, and still are, "The Pony Express," by Samuel Hopkins Adams; "Paul Revere and the Minute Men," by Dorothy Canfield Fisher, "Wild Bill Hickok Tames the West," by Stewart Holbrook, and "The California Gold Rush," by May McNeer.

Landmark Books are about 200 pages long and sell for $1.50. They are checked by historians before they are published, and you'll find them on just about every school list and library list going. The Book-of-the-Month Club's new infant, Young Readers of America, Inc., is sending out about 70,000



Landmarks a month already, and of the first twenty titles eight have been put on standard or long-playing records for use in classrooms, with four more being recorded for the fall term. But as far as I'm concerned, all this dazzling evidence of success isn't half as impressive as the homely little fact that the most voracious reader in my household, now aged eleven, who has read at least twenty of the first thirty Landmarks, keeps asking when there'll be some more.

This fall Random House is widening horizons, crossing boundaries, and in-

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

The great new novel of South Africa by the author of Cry, the Beloved Country

"A superb and stirring story, conceived in the heart and written down with music . . . Pick up *The Phalarope* and instantly you are transported into another world. You fall under the magic of a prose that is without peer of its kind." —*John Barkham, Saturday Review*

Alan Paton's

TOO LATE THE PHALAROPE

$3.50

Wright Morris

THE DEEP SLEEP

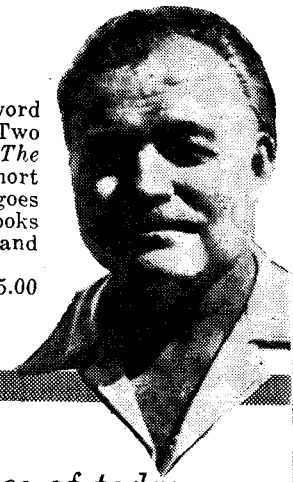
An important American author gives us one of his finest novels — marking the high point in a career of devoted literary craftsmanship. $3.50

The most comprehensive collection of Hemingway's work ever published

THE HEMINGWAY READER

Selected by *Charles Poore*. With a Foreword and Prefaces to the individual selections. Two complete novels (*The Sun Also Rises* and *The Torrents of Spring*), eleven famous short stories, selections from seven books. "It goes without saying that this is one of the gift books of the year, a compliment to both giver and recipient." — *Saturday Review Syndicate*

654 pages, $5.00



Aubrey Menen

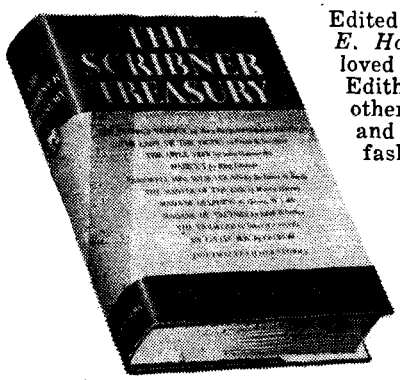
DEAD MAN IN THE SILVER MARKET

The author of *The Prevalence of Witches* at his witty best — as he barbecues the evils of nationalism in this autobiographical memoir. "Entertaining and provocative . . . undertakes to illustrate how the powerful virtue of patriotism can decay into the idiocies of nationalism."

— *N. Y. Times Book Review* $3.00

Favorites of yesterday . . . classics of today

THE SCRIBNER TREASURY



Edited and with an Introduction by *Joseph G. E. Hopkins*. Twenty-two of America's best-loved short novels and stories by Ring Lardner, Edith Wharton, John Galsworthy and fifteen others. "A fine, big package of excellent fiction and a significant cross section of the literary fashions of the recent past."

— *Orville Prescott, N. Y. Times*

689 pages, $5.00

At all booksellers

CHARLES SCRIBNER'S SONS

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

NOTES *from* CALIFORNIA

The long arm of coincidence has brought us to advertise a book not our own. In 1661 Thomas Salusbury published in London a translation of Galileo's Dialogue Concerning the Two Chief World Systems, the great book which caused Galileo to be imprisoned for the rest of his life. Thereafter for the next 292 years no new edition or new translation appeared in the English language. Now, in the fall of 1953, two editions are appearing almost simultaneously—a revision of the Salusbury version from the University of Chicago Press and a new modern translation issued by us.

The Chicago edition ($12.50) was edited by Giorgio de Santillana, who writes in the foreword, "Translated into modern scientific English, the *Dialogo* would have sounded pathetically displaced, lost amid the alien corn. . . . Only Salusbury's Jacobean prose could do some justice to the pace and rhythm of the original. But that prose had to be checked sentence by sentence upon the Italian and corrected, edited, and annotated if it was to meet the needs of the modern reader." He provides a long historical introduction and extensive footnotes.

Our edition ($10.00) was translated and annotated by Stillman Drake. He originally began his work with the intention of revising Salusbury, but his experience was the opposite of de Santillana's, for he soon became convinced that the modern reader could be served only by a complete new translation from the Italian and that the book should be arranged for a clear and uninterrupted reading of the dialogue itself—a literary form of which Galileo was a master.

We have an extensive foreword by Albert Einstein, an appendix of explanatory notes on points of scientific and historical interest, and an unabridged text, including the important additions which Galileo wrote into his own copy of the book while he was in prison and which were unknown to Salusbury. We have also retained the *postille* (running notes in the margin), omitted in the other version.

Both are good books, and each will be "right" to some readers.

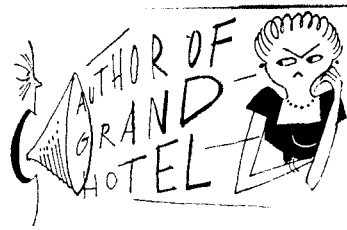
UNIVERSITY OF CALIFORNIA PRESS

(Advertisement)

[illegible] World Landmarks, to sell at the same price. "Mary, Queen of Scots." by Emily Hahn, is among the first ten, as are "Alexander the Great," by John Gunther; "Joan of Arc." by Nancy Wilson Ross; "The Battle of Britain," by Quentin Reynolds, and "The Man Who Changed China, Sun Yat-Sen," by Pearl Buck. I expect to read some of them myself; the small fry can wait.

FROM HOLLYWOOD Vicki Baum quips to TRADE WINDS about a plaintive West German who said, "Now we have a *real* military problem to baffle us—the Americans want us to build up an army, but it has to be smaller than the French army and larger than the Russian." Miss Baum, who's coming East for publication of her latest novel at the end of this month, got so tired of forever being tagged as "the author of 'Grand Hotel'," with scarcely a mention of "The Weeping Wood" and her other novels, that she sent in her new MS to Dial Press under a pseudonym. Dial promptly signed it up as one of its major books of the year, decided on 25,000 for a first printing and $10,000 for an initial advertising appropriation, and only then discovered that "The Mustard Seed" had been written by Vicki Baum. Sympathetic to Miss Baum's boredom with the "Grand Hotel" label, Dial told the whole episode in an advertisement in *Publishers' Weekly*. A picture of "The Mustard Seed," nice and large, takes up half the ad; at the bottom of the dust jacket appears the legend, clear as anything, "Author of 'Grand Hotel.' "

WHO STARTED WHAT, WHERE, WHEN? In an August column TRADE WINDS sang a little hymn to the Readers' Advisers Service in public libraries and told of a phone call to a local librarian who "without having to look anything up first" had helpfully summarized the history of this admirable service, reporting that "it had been a pet dream of Librarian Jennie Flexner" and that, though it was slow going, by 1941 she saw her dream realized and wrote a book about it. Well! First thing you know came a cheery letter from the New York Public Library itself saying that though the book had appeared, right enough, in '41, Miss Flexner had not only dreamed but had originated the service way back in '29 and had collaborated with Sigrid A. Edge on an earlier book about it in '34. On the heels of that, however, came a handwritten letter from Mrs. Charles E. Rush in Chapel Hill, N. C., saying "This service has been in existence since 1908, having been started by George F. Bannerman, librarian of the District of Columbia Library at that time." (It *looks* like Bannerman.)



Next day, Miriam D. Tompkins, associate professor of library service at Columbia University, wrote, "The first Readers' Adviser . . . in this country was Miss Alice Farquhar of the Chicago Public Library. The position was created by Mr. Carl Roden, the librarian, in 1922. The following year, Mr. Matthew Dudgeon, librarian of the Milwaukee Public Library, named me as Readers' Adviser. During the next two or three years Readers' Advisers were appointed in a number of libraries throughout the country . . . One of the most effective of these pioneers was Mr. John Chancellor, who began as Readers' Adviser in the New Haven Public Library and later became Adult Education Specialist of the American Library Association . . . Miss Flexner was therefore able to use the experience of her predecessors . . . when she became Readers' Adviser of the New York Public Library in 1928."

There were several other letters from other parts of the country claiming the bouquets, laurel wreaths, etc., for half a dozen other pioneers. Well, anyway, the Russians *did* invent the roller skate, the safety match, popcorn, air-conditioning, king-size cigarettes, and 3-D. Or, U. S. librarians, did they?

LITTLE DID I think I'd ever be passing along Goldwynisms to you, but here's a new one I can't resist which appeared recently in Paul S. Nathan's column, "Rights and Permissions," in *Publishers' Weekly*. John Patrick, author of "The Hasty Heart," who has recently adapted Vern Sneider's "The Tea House of the August Moon" for production by Maurice Evans on Broadway this fall, has also done many adaptations for the screen, such as Irving Stone's "The President's Lady" and Rumer Godden's "Take Three Tenses," but the story dates back to a time when he was trying hard to get started in Hollywood. His agent, Miriam Howell, who had once worked for Sam Goldwyn herself as story editor, was delighted one day to hear her old-time boss say he wanted "to sign up a young writer, someone unknown, unspoiled, full of talent."

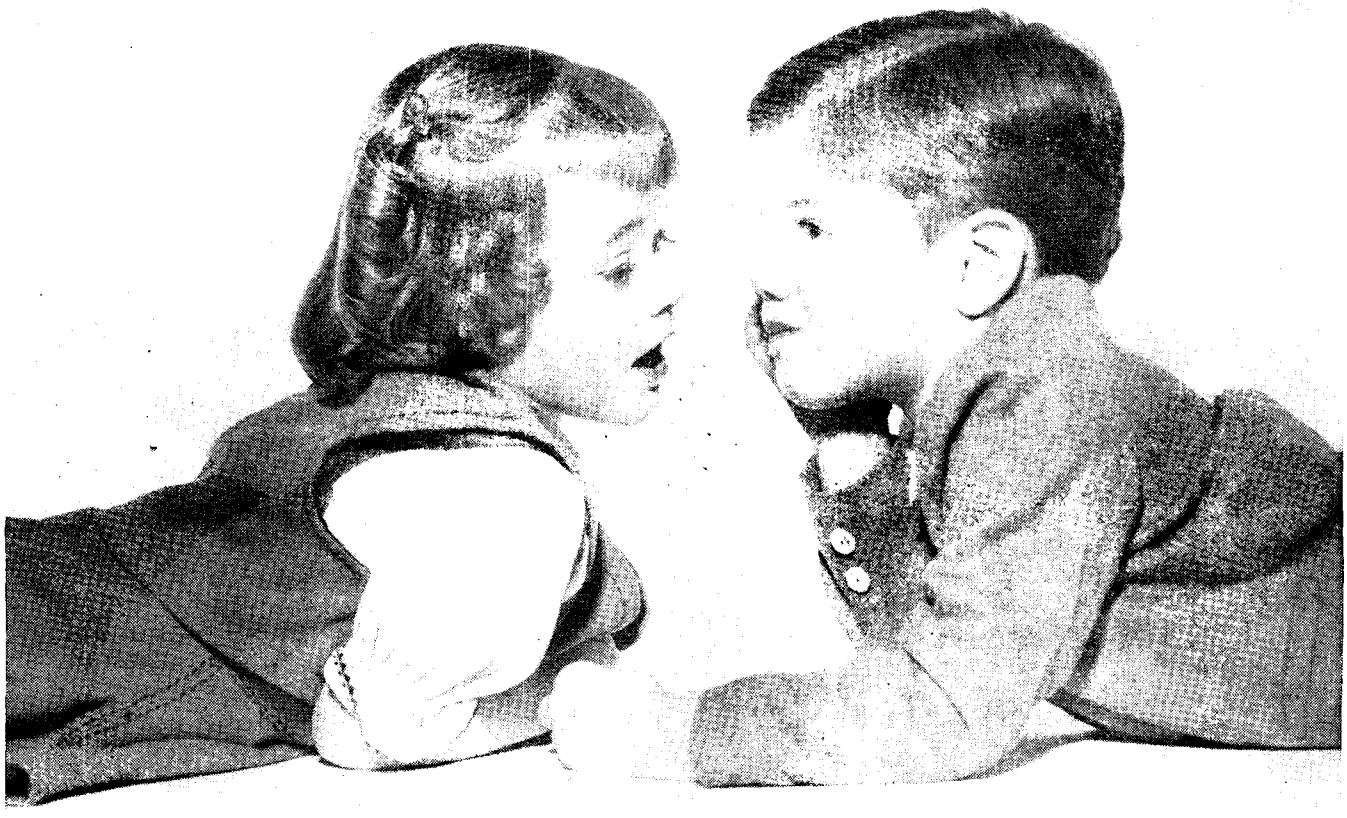
"I know just the one," said Miriam.

"Good. What's his name?"

"John Patrick."

"Never heard of him!" said Goldwyn. —LAURA Z. HOBSON.

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED



what are YOU going to be when you grow up?

A doctor or a nurse . . . an engineer or a teacher . . . maybe even President? No goal is too high for their dreams to reach. And *of course you want to help make those* dreams come true . . .

You can start right now—with the way you answer your child's questions, with the encouragement you give his curiosity. Your home can stimulate his desire to learn . . . teach him to dig out the facts for himself . . . put him leagues ahead of his schoolmates—but you need the proper tools. Thousands of parents are turning to THE BOOK OF KNOWLEDGE for help in this important task.

MAKES LEARNING A DELIGHT

THE BOOK OF KNOWLEDGE was designed by parents, each an authority in his particular field, who understand your child's thinking, who know what will arouse and hold his interest. These experts know that while he reads for pleasure, he unconsciously absorbs a thousand facts he will remember far into the future. Every volume of THE BOOK OF KNOWLEDGE leads your child on . . . makes him want to see what fascinations the next page and the next book hold. He may pick up a volume simply to see what makes the stars twinkle. But before he puts it down he will be able to tell you how elevators run . . . what a stalactite is . . . how flowers get their color . . . why a fire pail is filled with sand . . . the workings of the human heart. In a few enchanting hours he learns dozens of useful facts his young friends have never heard of!

AS MODERN AS TOMORROW

THE BOOK OF KNOWLEDGE *captures your* child's interest with the oldest of all attention-getters . . . the picture. Its 15,000 wonderful pictures (thousands in full, beautiful color) draw him irresistibly into a text so informative it's a generation ahead! In its 7,600 pages your child will find information on every dramatic development of the new atomic age: rockets, jet propulsion, radar, atomic energy, television; on the machines and techniques of modern industry and modern living. And not only will he understand the age in which he lives, he will explore past ages through their history, their fine arts, their literature, geography and customs. His beloved BOOK OF KNOWLEDGE will become his constant companion in school*, at play, on rainy days at home.

A FREE GIFT FOR YOUR CHILDREN

Here's a gift for your children that will kindle their imaginations . . . a new, exciting full-color booklet the whole family will enjoy. Its 24 thrill-packed pages reproduce in full beautiful color actual pages from THE BOOK OF KNOWLEDGE. Its quizzes, games and nursery rhymes, and its fascinating questions and answers will give your child hours of enjoyment . . . and teach him dozens of useful facts. To get your child's copy, simply mail the coupon today. There is no obligation, of course.

**Used in schools and libraries throughout U. S. and Canada.*

FREE *for your boy or girl—*

this delightful color booklet

The Book of Knowledge

The Children's Encyclopedia

Answers Your Child's Questions

OPPORTUNITY! THE BOOK OF KNOWLEDGE is sold only by authorized representatives. To meet the growing demand additional representatives are needed. Write or phone nearest office: NEW YORK, VANDERBILT 6-0600; CHICAGO, CENTRAL 6-0821; PHILADELPHIA, RITTENHOUSE 6-6060; LOS ANGELES, DUNKIRK 8-9621; BOSTON, COMMONWEALTH 6-4450; KANSAS CITY, VICTOR 5721; DENVER, ACOMA 2613.

MAIL THIS FREE BOOKLET COUPON

THE BOOK OF KNOWLEDGE
2 West 45th Street, New York 36, N. Y.

Please send me "RIDE THE MAGIC CARPET", the 24-page full color booklet taken from the newest revision of THE BOOK OF KNOWLEDGE. I understand it is FREE and without obligation.

There are.....children in my family, ages.....

NAME.....

ADDRESS.....

CITY.....ZONE.....

COUNTY.....STATE.....

S.R.L. 9-12-53

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

ROBERT M. HUTCHINS

Former Chancellor, The University of Chicago

The Conflict in Education

With his characteristic vigor and forthrightness, the most controversial critic of American education here brilliantly challenges the prevailing philosophy and practice of higher education, and charts his own positive policy for our educational future. $2.00

© Photo Stephen Lewellyn

The American Elementary School

THIRTEENTH YEARBOOK OF THE JOHN DEWEY SOCIETY

Edited by HAROLD G. SHANE

Professor of Education, Northwestern University

A distinguished group of educational experts here provide a sourcebook of authoritative theory and practice for all concerned with improving and modernizing elementary school education. $5.00

The Double-Purpose High School

CLOSING THE GAP BETWEEN VOCATIONAL AND ACADEMIC PREPARATION

by FRANKLIN J. KELLER

Principal, Metropolitan Vocational High School, N. Y. C.

An explanation and a brief for greater public support of the "double-purpose" high school, which answers the needs of a growing number of students who want both academic and occupational training. $3.00

The Activity High School

THE PRINCIPLES OF ITS OPERATION

by LAURENCE S. FLAUM

Professor of Education, Drake University

The first book to interpret the activity-learning philosophy of education for application at the high school level. "I sincerely hope it is widely read, particularly by secondary school people in this country." — WILLIAM H. BURTON, Graduate School of Education, Harvard University. $4.50

At your bookstore or from

HARPER & BROTHERS
New York 16, N. Y.

Good News

▶ The tiny rice and timber center of Bangkla is just a dot on the map but sixty-six nations and two Specialized Agencies of the U.N. made it possible to light up its village fair. This is how it happened: The International Labour Organization is cooperating with Unesco in a fundamental education project in rural Siam. Part of the project involves the setting up of a model vocational school in Bangkla, complete with power-driven machinery. Bangkla citizens gave their full cooperation and staff and students worked on the construction of the school, laying concrete pavements, clearing ground, building a road, and even pruning trees. When the generators had been installed, they made a request. They asked—and received —electric power to light up their annual all-night fair.

▶ In Clarksburg, West Va., a Republican and a Democrat recently ran for the office of county sheriff. When the Republican was elected he immediately appointed his opponent as his deputy.

▶ Secretary Douglas McKay has announced that land bequeathed to the Department of the Interior by the late Adolph D. Williams of Richmond, Va., has been established by the Fish and Wildlife Service as a national wildlife refuge. Mr. Williams maintained an active interest in the conservation of wildlife during his lifetime and took careful steps to assure that the property in Chesterfield County would be used as a haven for such migratory waterfowl as geese, wood ducks, and black ducks and for other wild creatures after his death.

▶ At the Friends Meeting House in New York City, Quaker women volunteers recently celebrated the finishing of the 500,000th garment sewn in their workshops. A new shipment of dresses, trousers, and other items will soon be made to boys and girls up to the age of twelve in twenty-eight foreign lands. More than five hundred tons of clothing made by the 286 women in New York and by 3,000 volunteers in other Quaker centers and women's clubs have been shipped abroad since 1940.

▶ California's *Los Angeles Examiner* has announced that discriminatory advertising will no longer be accepted for publication.

▶ In Virginia to every applicant for a hunting or fishing license a package of tree seeds is issued with simple directions for planting.

—DONALD HARRINGTON.

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

The "Kinsey Report" on women . . .

SEXUAL BEHAVIOR IN THE HUMAN FEMALE

By **Alfred C. Kinsey, Wardell B. Pomeroy, Clyde E. Martin, Paul H. Gebhard,** and others on the staff of the **Institute for Sex Research** at Indiana University.

This is the "Kinsey Report" on women—the interesting, very readable study of female sexual behavior, of the biologic and sociologic factors which influence it, of the ways in which it is similar to or different from male behavior, and of its social and legal implications.

The material is based on a 15-year investigation that included interviews with nearly 8,000 women, considerable original scientific research, and an exhaustive study of the world literature on sex.

The findings reported by the authors indicate the need for revision of many current theories on the subject.

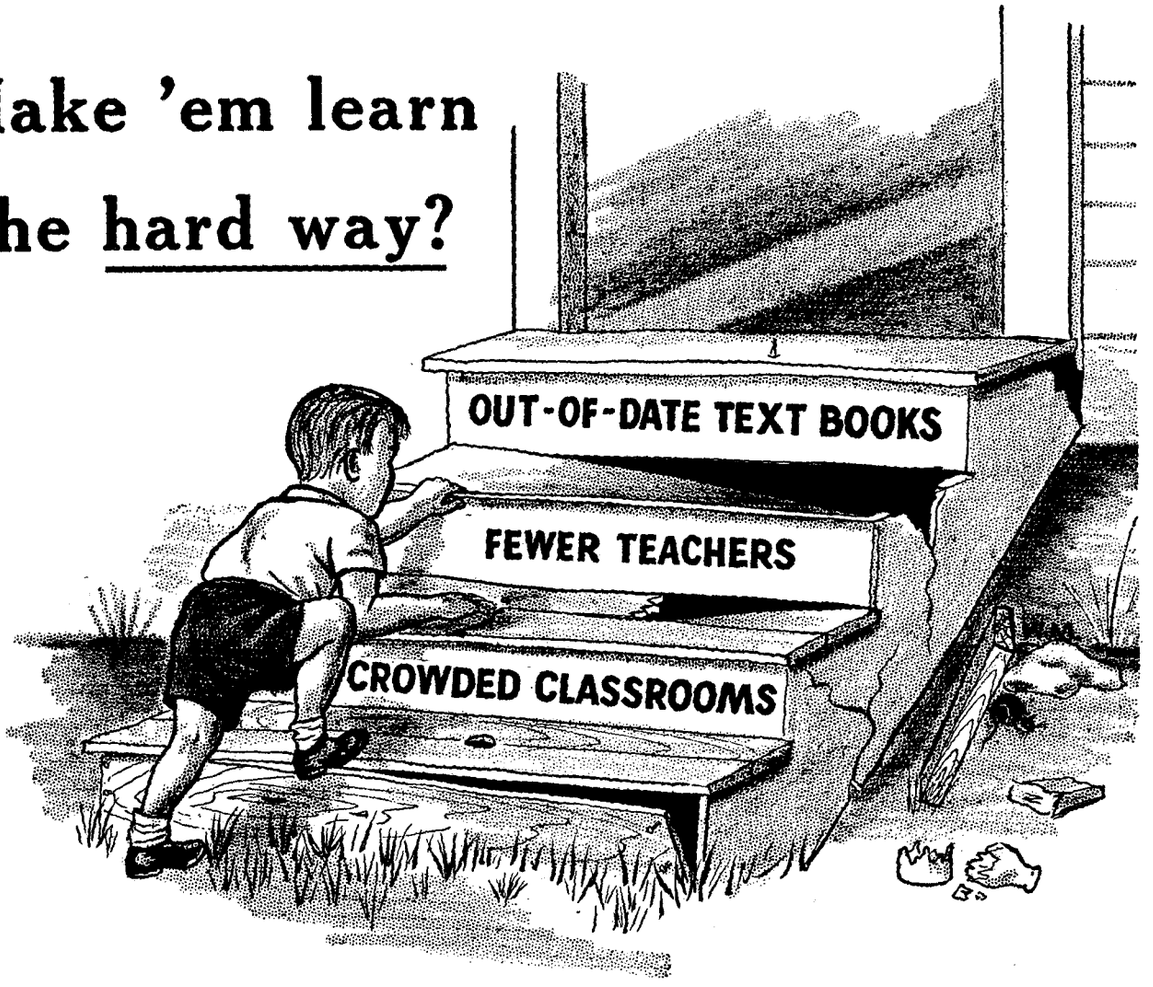
This is **the only report** on female sexual behavior **written or authorized** by Alfred C. Kinsey and his associates at the Institute for Sex Research at Indiana University.

842 Pages, **$8.00** *at your bookseller*

W. B. Saunders Company • West Washington Square • Philadelphia 5

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

Make 'em learn the hard way?



Is this the way to build a stronger America?

The whole nation will suffer if we penalize our youngsters by not providing enough up-to-date textbooks, qualified teachers, and properly-equipped schools.

The Macmillan Company is proud of the textbooks it makes available for all educational levels. Textbooks which help our children become better informed, more useful, and wiser citizens. But the key to good schools—schools that are always improving—is the keen,continuing personal interest of every citizen.

Have *you* done *your* part?

EDUCATION MOLDS OUR FUTURE
BETTER SCHOOLS BUILD A STRONGER AMERICA

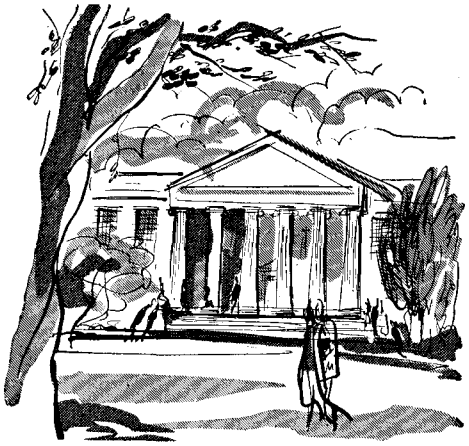
The Macmillan Company

60 FIFTH AVENUE, NEW YORK 11, N. Y.

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

The Saturday Review

SEPTEMBER 12, 1953



LET'S GLOBALIZE OUR UNIVERSITIES

—Ansel Adams

BY C. W. DE KIEWIET

From its very beginnings American education has been principally concerned with the culture of the West. Dr. De Kiewiet, president of the University of Rochester, maintains that today this European orientation is dangerously out of date. Here he argues the need for a globalized curriculum reflecting the realities of world conditions.

AMERICAN education is having trouble adjusting to the swiftness and the magnitude of the change in our world position. This is true even though a capacity for adjustment and innovation has been a special characteristic of American higher education. The commonest criticism of universities in this country by foreign visitors is that they have been too responsive to the needs of society. This, it is said, has caused a dilution of standards and a dispersion of effort. British universities have been relatively insensitive to their environment to the extent that major reforms have often been the results of pressures and demands arising outside the British university system. Changing the curriculum in British universities is a little like moving a graveyard.

The humanities are not paying enough attention to the history, intellectual activity, influence, and experience of the new magnitudes and multitudes of China, India, the Arab world, which today intimately confront American life. This means bluntly that in the light of the needs of America today there is a disproportionate preoccupation with the history, the intellectual activity, the influence and experience of Western Europe. I am raising a question which can only be acutely controversial.

This is not a plea for more teaching of current events. We are already exposed enough to the danger of capriciously devising new courses and programs of instruction to meet the fluctuations of politics, economics, or art. This is a plea that a resolute effort be made to correct our dangerous illiteracy in the life and thought of great areas of the world where history has begun to roll at such a pace that the things on which we place the greatest value—our security, our way of life, our economic stability—are intimately affected.

Illiteracy in science and technology is much less dangerous for the citizen of a democracy than illiteracy in history or politics or morality. We can drive an automobile across the George Washington Bridge without knowing much about the scientific principles that govern the motor or the engineering principles that govern the bridge. If necessary we can buy the services of trained experts when something goes wrong. But in our role as citizens we must have a substantial degree of personal expertness. There is an indispensable minimum of knowledge, of direct participation and individual judgment, that cannot be delegated. Such delegation is the first step toward the abandonment of democracy itself. Whether the transfer of power and initiative in our stupendous age will take place without a major disaster, or whether we are about to plunge into a catastrophe more cruel than the sum of those we have now twice endured, it is clear that our ignorance will give us little chance of influencing the revolution that has spilled into most of the world.

It would mean a great step toward basic wisdom if we could remove enough of this illiteracy so that a Secretary of State could recognize the inappropriateness of presenting General Naguib with a pistol for his "defense" at a moment when Egypt all at the same time is quarreling with Great Britain, Israel, and embarking on difficult internal reforms. How many of the politicians, editors, and generals who speak and write with influence on our Eastern policy have pondered and absorbed some of the economic and human meaning of the following sentences from Maurice Zinkin's recent book?: "The most bankrupt countryside in Asia is China. The worst crisis of overpopulation China has yet had to face has been accompanied by a breakdown of traditional ideas and traditional authority so complete as to lead to a state of near anarchy." It is surely hardly possible to act or speak sensibly on any matter affecting our relations with China without taking into account the economic agony of approximately 500,000,000 people.

HOW many people have a good enough acquaintance with the history and thought of India to understand the neutralism of Mr. Nehru, which controls the balance of power in Asia, or to discern the possible truth in the assertion that the capital event of our generation may well be not the antithesis of Russia and the United States, but the coming effort of a liberal India and a Communist China

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

lems of poverty, disease, underequipment, debt, landlessness, overpopulation, and ignorance by the use of very different economic and political principles and procedures? How many people see that the search for power in the Middle East or Africa is also a search for dignity and self-respect? How many of us know enough of the needs of Africa and Asia to mourn over the pity and the waste that America, one of the great frontier societies of history, should have to transform itself into a great military power, when its experience in conquering want and disease could be at work helping on the new frontiers of the earth to create the longer years of human life that Americans enjoy?

America's consciousness of its world must undergo the same transformation that occurred in Western Europe in the sixteenth and seventeenth centuries as a result of the great voyages of discovery. The knowledge of new places and peoples, beliefs and practices crowded upon Europe's consciousness. Paul Hazard called it "La crise dans la conscience européenne." Truths that had seemed absolute became relative; beliefs that were assured became doubtful. Large new bodies of information had to be ideas and collisions, between beliefs had to be reconciled and mediated. The outcome was an enlargement of horizons, an expansion of knowledge, and a new view of the world without which Western Europe could not have moved into its new position of world leadership.

To a degree that we do not yet recognize, with an unparalleled speed, we are discovering a new world. We are under a compulsion, too great to exaggerate, to develop an effective consciousness of the new world which is arising. Between us and it there is no effective seapower to reduce our involvement, no stable colonial relationships to control or direct the pace of historic change. There is really not a buffer or screen left between us and the world. In this need for a new consciousness of the world there is what the Germans call *Notwendigkeit,* a compulsion at the same time inevitable and indispensable. By remaining ignorant and illiterate we are simply multiplying the chances of being wrong in a big way in our relations with a world in revolution.

Our educational habits and practices have of necessity been deeply influenced by Western Europe. We are an extension of Western Europe. It is there that are the roots of our law, religion, government, and much else. There are big guns that can be brought up to defend the place in the curriculum of the literature, the history, and the art of the different epochs and countries of Western Europe. Some of the subjects they defend are vital and could never be given up. Yet there simply must be room in general education, in the undergraduate curriculum, in the basic instruction of the 2,500,000 students in college, for the opportunity to bring into focus the new world which, if you please, the collapse of Western Europe has produced.

IT is true that many of the large universities have shown considerable enterprise in developing institutes for the specialized study of China, the Middle East, and India. Usually they cater to the training of a few specialists, and otherwise live in their own enclaves inside the main body of the curriculum. There they are treated with a sort of neutral politeness by the rest of the faculty, and provided with enough of the appearances of cooperation to keep the foundations happy. In any case these institutes have largely joined the trend of the graduate schools towards specialization, and away from the broad learning of the good liberal arts curriculum. There is something to be gained, but not enough, in permitting a few more students to view the world through the eye of a needle held by an Arabist or Sinologist. Only an unusual effort, backed by real courage, will bring about the reassessment of the undergraduate curriculum which is required to ease what Paul Hazard today would call "La crise dans la conscience américaine."

Reassessment, however, means broadening, not the addition of new specialties; not to see people through the eye of a needle, but to gain a perception of their nature, the flowering of their art, their answers to the problems of good and evil, their careers amid the great forces of climate and history, their hopes for the future. It means a respectful making of room, even at the expense of condensation or restriction elsewhere, to enable students to learn some fundamental things about several billion very important human beings. This means less room and time in an undergraduate curriculum for the subjects and materials which are drawn from the nations of Western Europe. Or, better still, it means a skilful selection of what cannot be sacrificed. Of this there is still much.

The nations of Western Europe are finding it hard to accept the realities

(*Continued on page* 70)

The Candle

By Sara deFord

STRUNG in the carnal wax, the wick of mind
Is lighted at the fire of God and bears
The spirit burning, like an aureole
That crowns the dwindling candle, while it wears
Down to a shred of ash, a flaccid knoll
Of paltry grease, and the flame gutters blind
In the eternal darkness. Is it so?
Tethered like sparks to substance do we go?
Or do we, flying, leave the dark behind?

With this our conscious life we predicate
Being beyond the known: the body numb
With the slow foliation of decay,
The mind extinguished, in long sleep laid dumb
And dreamless, and in cold stone locked away.
From this chill prison do we extricate
Ourselves with incandescent energy?
The spirit sped, an electricity
Charged at the cathode flesh, the charnel slate?

Let us put by the inconceivable.
Here is our pertinent and grim estate,
Entailed to us in ruinous repair.
We watch the falling fire obliterate
The fat. At last it leaps, a wide blue flare
And dies, the wick-spark imperceivable.
Does it burn on, transferred beyond remark?
Where does the flame go in the final dark?
No matter. It is irretrievable.

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

THE PUBLIC SCHOOL CRISIS 1953

Communities find themselves troubled by two problems—a shortage of teachers and overcrowded classrooms. In a sense, much of 1953's school crisis was brought by the stork. The article below explains why this is so.

With good teachers hard to come by, many educators are trying to devise ways to attract more able young men and women to the teaching profession and to use them more effectively. For several plans that have been suggested see page 16.

Architects are developing designs for school facilities at prices taxpayers can afford in an inflationary age. For descriptions and illustrations of some of them see page 18.

Teacher and classroom shortages were among the basic causes of the controversies over the schools in the six cities reported on in SR*'s previous survey of the public-school crisis* (SR *Sept. 8, 1951*). *Fortunately, during the past two years citizens of many other communities, profiting from the experiences of the disturbed cities, set up organizations to discover their own local needs and to take steps to meet them before discord developed. The nationwide aspects of this movement and the effort now under way in two typical cities are described beginning on page 20.*

What the Stork Brought

By Fred Hechinger, education editor of the *New York Herald Tribune*, and George Kerry Smith, director of reports and publications in the U.S. Office of Education.

SINCE time immemorial politicians, preachers, and commencement speakers have been telling people that they must look and plan ahead. But for an equally long spell of time, and right up to now, the great majority of people have failed to heed any of this advice. There is still more news of flood relief than of flood control. We still hear more of crises we've let ourselves drift into than crises we managed to prevent.

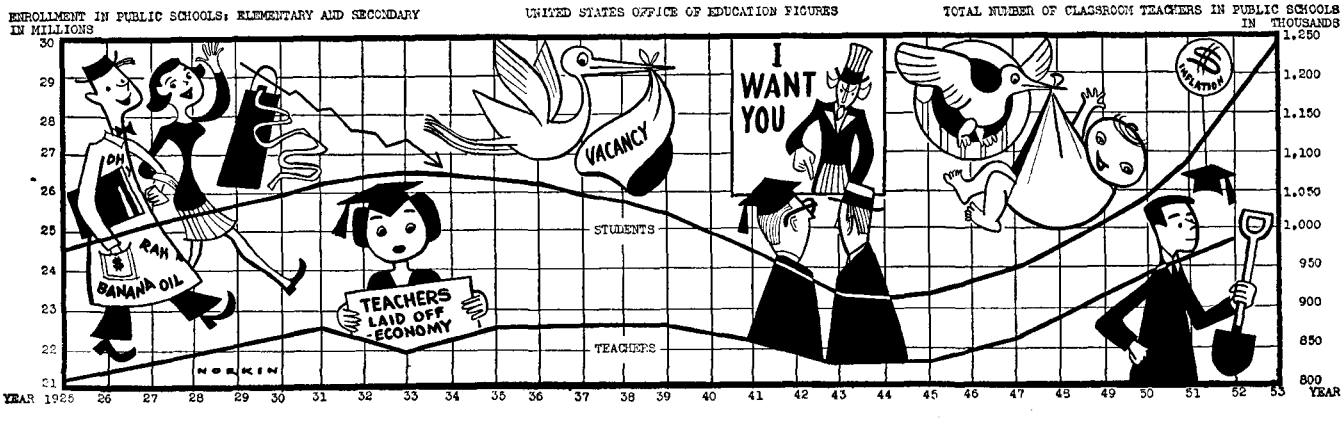
Perhaps the most predictable, the most avertable, and the least prevented of all crises is the present one in the elementary schools—except perhaps for the one of the day after tomorrow which is shaping up in the high schools. It is almost an insult to the public's intelligence to point out that there is a critical shortage of schools and of teachers (and of money)—it has been pointed out so regularly for the past two years. But it would be easier to be overly concerned with the public's intelligence, if there had been a more intelligent effort to control the flood before it hit or to act more effectively about the next flood which will inundate the high schools in about two or three years from now. (Fortunately, there are some signs of more intelligent concern now; but more is needed.)

The best that can be done now—especially since people are at last interested and seem ready to act on the new facts—is to try to explain what has happened and, from the lessons of the past, to try to predict what is likely to happen in the future:

There is one apparently infallible barometer by which the relative well-being of the United States can be gauged: the birthrate. After the First World War the curve rose in a show of prosperity and confidence. (Parents are most enthusiastic about setting children into the world when the outlook for the future is hopeful.) When the Depression shook the country confidence and hope ran low. So did the birthrate. People either had insufficient security to get married at all or, if they did, they tried to limit the number of new mouths to feed.

The statistics tell a plain story. Enrolment in the public elementary and high schools rose steadily up to a peak of almost 26½ million in 1934. From then on the curve went downhill.

In 1935 the children who weren't


ENROLLMENT IN PUBLIC SCHOOLS: ELEMENTARY AND SECONDARY
IN MILLIONS
UNITED STATES OFFICE OF EDUCATION FIGURES
TOTAL NUMBER OF CLASSROOM TEACHERS IN PUBLIC SCHOOLS
IN THOUSANDS
OH!
BANANA OIL
TEACHERS LAID OFF -ECONOMY
VACANCY
I WANT YOU
INFLATION
STUDENTS
TEACHERS
NORKIN
YEAR 1925 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 YEAR

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

to show up in the schools—to put it in a simple negative.

In 1944—with less than 23¼ million—enrolment hit the lowest dale.

In 1939, with a desperate effort to catch up with the dictators' arms production and with the emotional stimulus of men going off to the Army and eventually to the war, the birthrate again began to climb. As could be predicted, the first forerunners of the new crop began to show up in the schools in 1945, and from here on the upward trend was steady at first and downright spectacular a few years later. Now the total has almost hit the 30 million mark.

But look at another set of figures: in 1934—the pre-Depression peak of school enrolment (26½ million)—there were 847,000 teachers in the public schools; in 1944—the lowest ebb of enrolment (23¼ million)—there were 828,000 teachers; last year—enrolment already inching up to this year's 30 million—there were 981,000 teachers. In other words, while the number of children had skyrocketed by almost seven million only a little more than 150,000 additional teachers had been furnished.

ALL this would not be too serious if we were dealing with a short one-, two-, or even five-year crisis. For a while there was a good deal of talk about the record crop of war babies, with the implication that a return to "normalcy" was just around the corner. This "normalcy" was also supposed to include a postwar slump, depression or recession, the terms being interchangeable, depending on the forecaster you subscribed to. But the slump failed to come; the birthrate refused to drop; births for the first recorded months of 1953 are running ahead of the corresponding months of 1952 by about three per cent. Present estimates say that eight million more children will enter the schools by 1959.

It is now perfectly safe to say that the birth and population trend is not going to change—short of a major economic disaster. With today's stand-by controls and new ways of regulating a national economy, a really severe depression has become less likely. All things being equal, the days of the small American family seem to be past. Unless there will be a new approach to providing for public education, we shall live in a continuous crisis.

By 1959 the public high schools may have about six million more students than they have today. That would mean an increase of almost 100 per cent, and it could

(*Continued on page* 50)

More and Better Teachers

By Francis B. Chase, *professor of educational administration at the University of Chicago and author of the forthcoming "Factors Productive of Satisfaction in Teaching."*

BEHIND the crisis symbolized by shortages of teachers and of classrooms lies the persistent failure of the American people to face up to the nature of their educational predicament. We lag in our provisions for education precisely because as a people we have not perceived the necessity of raising the quality of education to match the advance of science and technology. We worship education almost blindly, but undervalue the teacher. We do not seem to understand that the quality of education cannot rise above the character and competence of those who teach.

It should be apparent that progress in education will be measured by our success in increasing the number of professionally qualified teachers, and in creating conditions conducive to effective work by those employed. To attain both of these objectives it is imperative that the teacher be given freedom to teach, and allowed to operate under conditions of professional responsibility. Much in our present organization and administration of education prevents that from happening.

To remedy the shortage of qualified teachers we must move quickly to make more effective use of the good teachers now available and to make teaching more attractive to able young men and women. Why should it be necessary to stress points so obvious? Why does an occupation so crucially important to our society as teaching find itself in such a weak competitive position in the market for trained intelligence?

A number of proposals have been advanced for correcting this situation, but there is room here to describe only one in some detail. This plan is worth careful scrutiny because it is highly practicable itself and because it may suggest other plans that will help achieve this same end.

Basically it is important that it be generally recognized that the teacher should have essentially the same kind of professional responsibility for a group of learners that the physician has for the care of his patients. Many teachers, it is true, do not have the professional competence to entitle them to such responsibility. Yet even the severest critics of our schools concede that there are many teachers of exceptional ability and unusual dedication to their work. Why not set these teachers free to teach? When good teachers are permitted to assume only the same kind of responsibility entrusted to those of mediocre ability a great deal of talent is being wasted.

Instead of concentrating our efforts on recruiting teachers and obtaining salary increases we should give primary attention to making teaching a satisfying and socially rewarding occupation. Miss Jones, who teaches in the primary grades, and Mr. Smith, who teaches high-school science, have a social responsibility second to none. The intellectual and social development of our citizens is largely in their hands. If they enjoyed professional status and responsibility commensurate with their tasks their effectiveness would be enhanced. And able young people would be drawn to teaching.

IF TEACHING is to be truly a profession, it must be carried on under the conditions of a profession. This means that the teacher's work load and schedule must allow time for planning, for teaching without interruption, for attention to the individual needs of students, for counseling, for guiding student activities, and for conferences with parents. More important, the teacher needs freedom to plan his own work, to adapt learning experiences to the needs of his pupils, to try out new ways of attaining educational objectives. This freedom must be accompanied by a deep sense of professional responsibility, for which the organized teaching profession must become the guardian.

Although many men and women now teaching are not ready for this kind of professional responsibility, we must begin by entrusting it to those who are ready. Even those who appear not quite ready may grow under the stimulus of responsibility.

To further this process we must make the fullest and best use of those teachers who are professionally competent. To do this we must place the best qualified in positions of key responsibility and relieve them of tasks that do not require high professional competence. The care of the sick is not entrusted to the professionally quali-

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

hospital he has the assistance of interns, nurses, and hospital aides. Is there any reason why the essential services of the professional teacher should not be similarly extended?

Let us apply this idea to a typical school situation, say an elementary school of 300 pupils. Such a school normally has a faculty of twelve teachers, each assuming approximately equal responsibility. Actually the typical school of this size today is unlikely to have more than three or four teachers of the desired professional competence. Why not place these three or four teachers in positions of key responsibility and build "teaching teams" around them? As chairmen of the teams they could provide guidance and stimulation for the members of their team.

THE chairman, or supervising teacher, would still devote most of his time to teaching, assuming special responsibility for those phases of instruction for which other members of the teams lack competence. Thus maximum use would be made of the capabilities of all. To piece out the shortage of qualified teachers further each team might well have one or more teaching aides to relieve teachers of the considerable burden of clerical and other routine non-professional duties.

When the shortage of teachers makes it necessary to employ persons who are not fully prepared in a professional sense, we should employ as many as possible as teaching assistants. Many able young men and women with less than four years of college and adequate professional preparation they should be given the status of teaching assistants. The employment as teaching assistants of able young persons who are not fully prepared in a professional sense would be preferable to our present practice of giving such persons full teaching status under emergency or regular certificates. The teaching assistantships might permit many able young people to enter teaching and then continue their professional preparation. This would increase our potential supply of teachers and make subsequent professional preparation more meaningful.

THE proposal for the employment of teaching assistants is linked with that for employing highly competent professionals as supervising teachers or chairmen of teaching teams. It is indefensible otherwise. There should be a requirement of at least one such supervising teacher to each four teaching assistants. Moreover, the qualifications required of teaching assistants should be placed as high as the present situation permits. The minimum should not be less than two years of college and six weeks of practice teaching, with related psychological, sociological, and methodological contents.

"Sorry, there's no one here by that name. You must want the Antarctic."

responsibility for a well-defined portion of the educational program. Each team, with the assistance of the school principal or a general supervisor, would have the further responsibility for coordinating its activities with those of similar other teams working for an effective total educational program. Studies in industrial sociology and other fields suggest that assignment of responsibility to small groups, working in close cooperation, improves morale and effectiveness. Our present organization of schools, however, makes too little provision for such groups.

THERE are many ways in which such groups might be utilized in our schools. For example, groups might be organized to assume responsibility for instruction in the primary grades, or for the high-school science program. To function properly working relations between members of a team must differ essentially from those in the older type of departmental organization. There are several possibilities for the organization of teaching teams. One is for a team consisting of supervising teacher, four teachers meeting standard requirements, and a teaching aide. Another is a team consisting of a supervising teacher, two regularly certificated teachers, two teaching assistants, and a teaching aide.

With responsibility placed on a team directed by a supervising teacher a number of advantages would result. First, maximum use would be made of available teaching talent. Second, teaching would be made more attractive because qualified teachers would have greater professional responsibility and would be relieved of non-professional duties. Third, teachers would be offered opportunities for promotion and a higher salary without being removed from the firsthand responsibility for guiding learning. Fourth, it would help beginners and other partially qualified teachers grow by providing them with constant guidance and stimulation from a superior teacher.

When schools are organized and administered in such a way as to highlight the teacher's professional responsibility the American public will demand and get a high level of professional competence. When the teacher's role is properly recognized the public will become willing to provide salaries and other conditions in keeping with that competence. Teaching will take its rightful place among the most attractive and socially rewarding occupations open to men and women of exceptional intelligence, character, and social sensitivity.

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

Better Classrooms for Less Money

By John Hersey, *the novelist, who, as a public-spirited citizen of Southport, Connecticut, has made an intensive study of the latest trends in school design. Captions under the illustrations are by Geoffrey Baker, New York architect.*

LAST year the communities of this country spent $1,400,000,000 on new school buildings. We also spent $1,700,000,000 on television, but that's another story. The expenditure on schools built 49,500 classrooms, a number which was short of current needs by 6,500 rooms. The good people of many places, worried about how to catch up with minimum needs for school buildings in face of a growing reluctance to pay for them, have begun to wonder whether we can't build schools more economically in order to get them built at all.

But what is "economical"? There is no single yardstick for economy in school construction. A figure often mistaken for a yardstick is the square-foot or cubic-foot cost of buildings. That leaves out how the space is designed and how used and for how many children. Some of the factors that need to be considered as factors are: cost per square foot; cost per classroom; cost per pupil; putative cost of maintenance; efficiency of design; probable time of onset of obsolescence; cost of future rehabilitation; and, at the sad end, cost of demolition. And overriding all of these is one paramount question: What is good for our children?

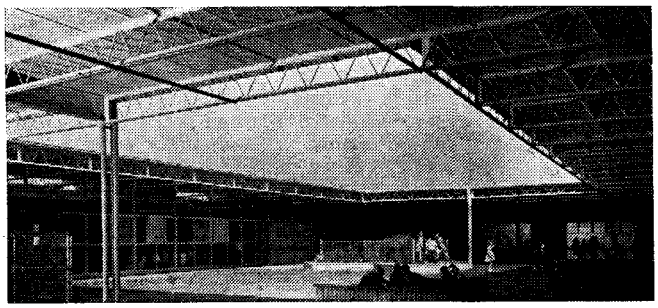
The application of a complex test of economy like this, rather than the simple square-footage test, leads directly to one conclusion, which should forthwith be disposed of: Our solution is not to be found in very cheap "temporary" construction to meet crisis needs, or in jerry-built one- or two-room shacks of the hen-house variety which may be described as semi-permanent additions to existing plant. These meet neither the practical tests listed above nor the test of what is good for our young people. These ways are worse—they will prove more costly—than double sessions.

There are, however, a wide variety of ways in which we could save *some* money; ingenious and diligent application of a combination of them might allow us to save quite a lot of money —and therefore, more importantly, get the job done soon enough and well enough.

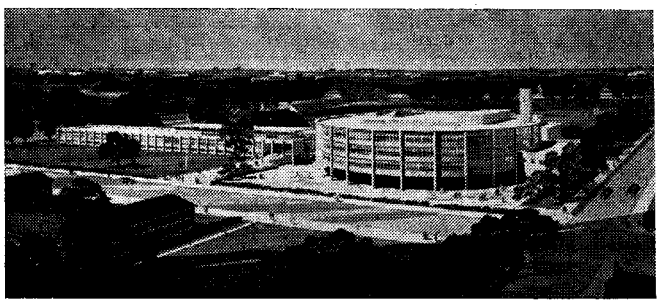
The first great opportunity for savings lies in long-range planning. A town that has the energy and foresight to survey its population trends carefully and plan future building as much as ten years ahead can save substantially by buying roomy school sites, not only before they are needed but in many cases before they are valuable. Empty land is far cheaper land than land on which condemnation proceedings are necessary. Land acquired before a huge housing development is undertaken is far cheaper than land opposite, or carved out of it, later. Much can be done in promoting local and state laws to help this kind of planning along. Under an admirable state law, the State of California has been enabled to put up money for future school land for its municipalities and to hold the land in ally to be built. At the other end of the scale, under local ordinance, some communities require developers to post their exact intentions with their school boards or planning commissions before beginning work. (The plan of having developers build their own school buildings and sell them to the communities, however, has been found unsound, because by and large developers' standards of construction are simply not up to school requirements.) Some communities have combined the acquisition of school land and town land to be used for parks, playgrounds, and public buildings.

The second big area of possible saving lies in the hands of the public schoolmen. Many educators have begun to revamp their programs, with the primary aim of improving the children's education, but with a secondary result of saving space and money. Some of them feel that teaching has become overspecialized, with a consequence that school space has become overspecialized. An elaborate science room that lies idle for three hours each school day is partly waste space. The trend is toward self-contained classrooms, in which all subjects can be taught—rooms which belong to pupils rather than teachers. Teachers are moved from room to room rather than pupils. All activities except physical education and group music can be carried on in this kind of room. Some schools have developed portable equipment for such subjects as science—relatively primitive equipment to be sure, and necessitating relatively broad teaching, which, at the elementary and high-school levels, many educators now feel is desirable.

FLEXIBLE programming offers many chances for economy. Some school administrations are getting more and



The classroom blocks in this very inexpensive Brazoria County, Tex., elementary school are set in T formation, spreading out from a large "Common Room" space at the junction between stem and arms of the T. Each classroom block consists of two rows of classrooms separated by a large play court. In the mild Texas climate wide roof overhangs provide sufficient protection from the rain. Architects: Donald Barthelme & Associates.



The General George W. Wingate High School being constructed at Brooklyn, N. Y., will serve 3,200 pupils in vocational, commercial, and academic courses. A circular building like this, with a single corridor serving the band of perimeter classrooms, smooths out pedestrian traffic, just as vehicular traffic at intersections is eased by a traffic circle. This marks the first departure from traditional design in NYC schools. Architects: Kelly & Gruzen.

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

better use out of their school space by lengthening and rearranging periods of instruction. Some towns are programming so as to use existing public buildings on a part-time basis—what better civics classroom than a corner of the town hall? Some school systems are providing more efficient buildings by shuffling traditional concepts of grades, building different kinds of schools, for instance, for primary (one through three), elementary (four through nine), and high (ten through twelve) schools; the gradeless school is still many a schoolman's distant dream. Some towns are examining the possibility of keeping their schools in session for twelve months instead of nine, rotating blocks of pupils on nine-month sessions—thus adding 25 per cent to the school plant without putting up a single room.

The third major area for savings is, of course, in design. Here architects and educators are thinking in several fresh directions that can certainly save money and may improve education.

ONE promising line of exploration is toward decentralization of the school building—scattering it, in fact, in pieces. A number of elementary schools are now being built which have a core unit consisting of administration offices and one or more large multi-purpose rooms, and have, disposed around this core, a number of small units, of two or four classrooms each. These units may be connected to the core by corridors ("finger plan"), or they may be separate buildings ("cluster plan"). Each unit has its own heating and bathroom facilities; each classroom is self-contained. There is economy in such plans, because for the most part heavy construction is eliminated; simpler materials and methods can be used; modular and prefabricated elements may be introduced: walls can be reduced by lowering ceilings, since light is abundant; small home-type heating units can be used, and a heavy load of night heat need not be carried; fire-proofing is unnecessary since egress is easy; and waste space can be dispensed with. There may also be good education in such plans, as they tend to fragment big schools into small, almost familylike groups.

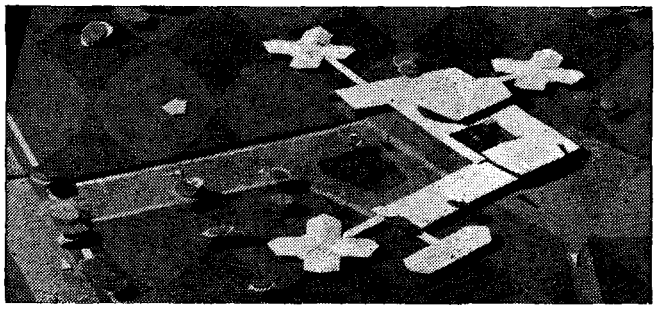
Another line of thinking leads another way—towards the creation of a highly centralized space, consisting minimally of a roof and a floor, with provision, by means of easily installed and easily removable partitions, for a flexible interior. This plan allows a school administration to use its school space with maximum efficiency in relation to its current educational program. It practically eliminates the factor of obsolescence, since the school can be cheaply adapted to new educational methods and requirements.

Both the scatter plan and the flexible interior plan can realize the main objective of the economy-minded designer—the cutting down of waste space. The most scandalous waste in the past has been the corridor, 15 per cent or 20 per cent of the school area used only for occasional traffic. The cluster plan has no corridors. Several highly successful centralized schools have been built that have eliminated corridors altogether by incorporating them in effect into classrooms; classrooms are interconnected and children simply walk through successive rooms. With the activities programs so widely used nowadays, some schools are converting their corridors into teaching space, making them into something like multi-purpose rooms.

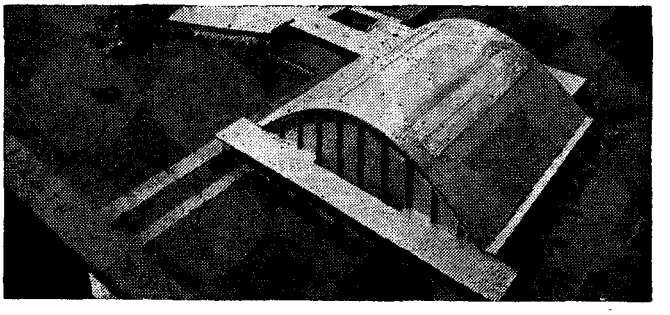
Both architects and educators have begun to take a very close look at the big rooms in schools—gymnasiums, auditoriums, and cafeterias. A recent survey of fifty schools in New York State brought out that between 20 per cent and 40 per cent of their cubic footage was taken up by gymnasiums and auditoriums. Multiple use of big rooms ought by now to have become axiomatic, but it hasn't, and towns that cannot afford it go on building huge spectator-sport gyms that are more community centers than educational necessities; in other words, school boards or building committees are letting themselves be charged for perhaps desirable town facilities—and are being blamed by the town for buying "frills." Educators are not sure that big cafeterias, into which scores and perhaps hundreds of children are crammed in order to cram themselves for a few noisy minutes each day, provide good education towards the table habits of their lifetime; certainly they do not often mean efficiently used space. Some schools now have smaller dining rooms that can be used for other things; some schools are quite happy with serving trays in classrooms.

THERE are other ways to save. Building codes are in many places exorbitantly antiquated and need sharp scrutiny. New materials are constantly being developed which make some of the expensive traditional materials into luxuries that can quite properly be called "frills." New economical lighting techniques are being found; for instance, top lighting, which is the best lighting, saves glass.

None of all these economies saves a penny to a sleeping town. The greatest, indeed the only, hope for future economies of the kind that will be best for our young people is, it goes without saying, an informed and active citizenry. In any case, we must get out of our heads the idea that education can be, or should be, cheap. It will always be as expensive as our children are precious.



In this Scarsdale, N. Y., elementary school the central block of offices and auditorium is connected by thin corridors to clusters of hexagonal classrooms. Four of the six walls in each classroom are of glass, so the low-pitched roofs are swept out beyond them in a wide overhang to give protection from too much sun glare. The central hall in each cluster is low-ceilinged, sheltered, and can easily be darkened for shows. Architects: Perkins & Will.



This Seattle, Wash., junior-senior high school can be expanded as its community grows. By putting each of the main elements of the school—auditorium, shops, library, gymnasium, cafeteria—into a separate building block, future extension is greatly simplified and the designer finds it easier to fit the building group into an irregular site. The construction is factory-type, but economical and of proved quality. Architect: Ralph E. Burkhard.

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

Pass the Word, Not the Buck

By Hodding Carter, *editor and publisher of the Greenville [Mississippi]* Delta Democrat-Times, *author of "Where Main Street Meets the River," and other books.*

WHEN my wife and I returned to Greenville in 1945, after nearly five years of military service, we became personally and acutely aware, for the first time, of the issues which confronted the parents of schoolchildren in every postwar American community. Our town had grown by nearly 40 per cent since the 1940 census, but our last new school had been built in 1937. Our state, Mississippi, had a seemingly insoluble problem in public education, for our per capita income was the lowest in the nation, our birthrate and proportionate school population among the highest, and our state constitution and local mores alike dictating separate educational systems for white and Negro children.

Of course, we had known of most of these factors before 1945. I had written many a view-with-alarm editorial about them. But now they were worse, and, additionally, they had personal meaning. Our oldest son was ten years old, and would attend school in Mississippi for the first time; our second, who was six, would enter the first grade; and the youngest would be ready in a few years to add to the town's doubled school population. So one night we took stock of ourselves in relation to the schools and decided that we would stop passing the buck, editorially and individually, and become as active as we could in working as parents for our schools. And so we did.

That was eight years ago. During these eight years my wife has been a P-TA president over and over, and has been continuously active in P-TA work. I became, briefly, a school board member during a controversial period and, although I was not reappointed at the end of my term, I believe public interest in the schools was stimulated and the schools themselves helped in the long run by a fight involving some basic principles. Throughout these years, too, our newspaper has printed an extraordinary amount of school news, over and above routine items, and taken sides vigorously in school matters. I am sure that this helped to build the four new schools, two for each race, that have gone up or are now being built. We have insisted with increasing success that our separate schools be equal in fact, and we have tried to make our fellow citizens aware of the need for better teachers, better pay for teachers, and intellectual freedom for teachers. Reluctantly we have endorsed the principle of Federal aid, and have insisted that our state government undertake needed reforms in our school systems. We have supported the truly fine efforts of such statewide groups as the Mississippi Economic Council to bring legislative realization of our school needs. I have served on the National Citizens Commission for the Public Schools, the only independent fact-finding and clearing-house organization for our schools, and one which can be an effective correlating force in the nation.

This is not intended as a satisfied resumé of what two parents have tried to do in their own town, for it is inconsequential except that it represents part of the necessary aggregate. What I am trying to say is that the only way we can end the buck-passing to state and Federal governments is to become active as individual citizens in our own communities, and to join with independent state and national organizations which seek to correlate the work and objectives of the individual and the local groups. The National Citizens Commission, it seems to me, has served as a pilot plant for such correlation, and when and if it ceases to exist as presently constituted and financed surely some other central agency must be devised to carry on the work.

CONVERSELY, no national organization or state unit, no matter how aggressive and able, is going to accomplish much unless parents—and other citizens, too—realize that inadequate and inequal school plants cannot be replaced or improved by somebody else's activity; nor will the spirit of free inquiry, so often threatened in the public schools, be kept alive by letting George do the protesting. We've had fun helping fight for the public schools in our town, and we have learned that this is a continuous assignment and not something to be engaged in spiritedly for one time and then forgotten. And it has been more than fun to learn, through the reports of the National Citizens Commission and other sources, how parents and groups elsewhere have fought and won battles for our children.

Instead of passing the buck, these American parents are passing on information that helps each other in dealing with the complexities of mass education. All of us can join in. We can begin by enlisting more attention from our local newspapers. They want to help. I know, because we run one, and we are convinced that almost every American editor is a friend of the public schools, the principal handicap being that he has to be reminded in our global times that book-burners in Podunk Center also are dangerous.

Positive interest on the part of the newspaper can almost always be gained if someone or several someones take the time to see the editor. And this adds up, too. I can cite what has happened in our state, where most of the newspapers got behind the evolutionary program of the Mississippi Economic Council, which calls for tremendously higher expenditures and, just as important, for changes in creaky machinery and creakier legislative attitudes toward equality of educational opportunity. It is safe to predict that the legislature will take action at its next session in line with the MEC's recommendations. And this has come about through the organized efforts of parents, backed up by their home-town newspapers, who are passing the word instead of the buck.

HOW TO CHEAT A TODDLER!

Ignore the fact that schools are overcrowded . . . that there are not enough teachers and equipment! Or . . . you can *help* America and our community *improve* school standards. Send for free booklet "How Can Citizens Help Their Schools?". Write Better Schools, 2 West 45th St., N. Y. C.

Advertisements like this, prepared by the Advertising Council, will soon appear in national magazines and local newspapers.

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

Norfolk Keeps Its Head Above Water

By P. Bernard Young, Jr., *editor of the* Norfolk *Virginia* Journal and Guide, *a leading Negro weekly, and member of Norfolk's Citizens Advisory Committee on Schools.*

NORFOLK, Virginia, one of the port cities on Hampton Roads, is a growing community vitally affected by the fact that the Navy maintains around and in it the world's greatest naval center. Currently it is seeking to annex adjacent county territory with a population of about 50,000, in which there are nine schools and 10,000 pupils. To educate the latter would cost Norfolk an estimated two million dollars plus annually. Between 1940 and 1950 Norfolk's population grew from 144,332 to 213,513, a percentage increase of 47.9. The Negro population in 1940 was 46,064 and the white, 98,248. The 1950 census showed 62,826 Negroes and 150,065 whites. The percentage increases during the decade were: Negroes, 37.7; whites, 52.7.

This great and rapid growth has, not unexpectedly, created a crisis in the Norfolk public-school system. Yet about it, it might be said with fairness, Norfolk citizens are in general apathetic. Very few of them attend school board meetings; they do not appear in voluble large numbers before the City Council to protest school budget cuts or sharp slashes in proposed funds for needed new buildings and additions to crowded existing structures; they are not visibly distressed when, as during the past school year, 3,445 pupils (13.5 per cent) of the total city enrolment of 26,360 were in 104 part-time classes, or that these part-time classes were larger than the previous year.

There are in Norfolk, however, hundreds of parents who are conscientious members of the P-TA's, neighborhood clubs, and civic organizations who do have a sustaining concern about the schools. One of the more encouraging recent developments has been the creation of a biracial Citizens Advisory Committee on Schools. But by and large the educational crisis does not get through to the mass of Norfolkians.

That there is an emergency in Norfolk which parallels the national dilemma is easily demonstrated. Between 1941-42 and 1952-53, the overall operating costs for Norfolk schools has more than tripled, the cost per pupil almost tripled. The need for a greater teaching staff and for more classrooms is sharply highlighted by the rise in enrolment figures. In 1941 the total was 23,183; in 1953 it was 26,360. For the term opening this month the increase in enrolment estimated by Supt. J. J. Brewbaker is 1,500.

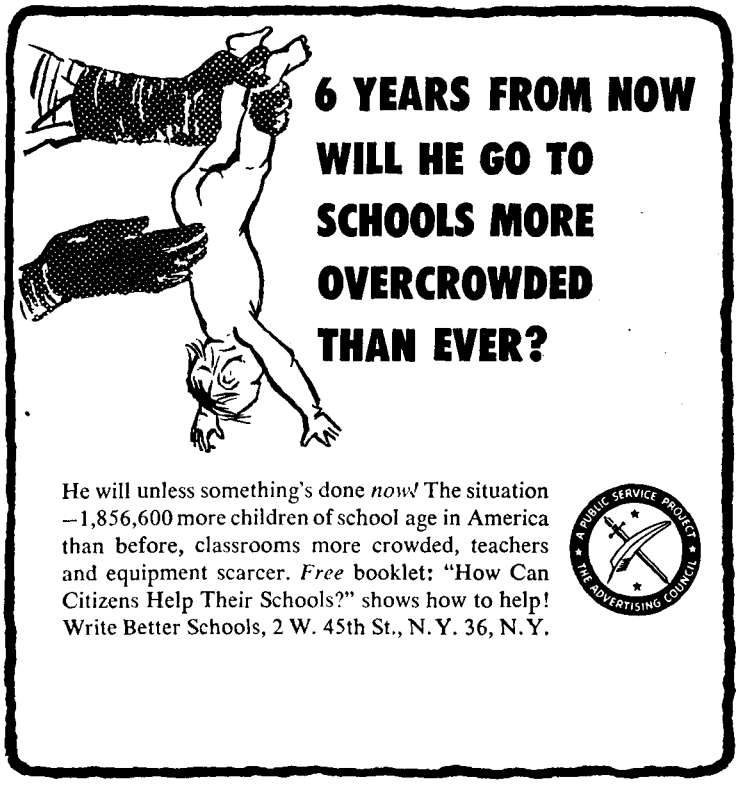
However, Norfolk has a situation not matched in the average city. Sharp fluctuations in the number of pupils follow the hot and cold war intensities. In addition to having to watch the trends around the nation, the effects of the wartime birth rate, and the economic and social factors determining the teacher supply, this seaport must try to unscrew the inscrutable elements which increase or decrease sharply, between one year and the next, the numbers of service and civilian personnel with children who come to or leave the community.

And there has been, and still is, a further factor which Norfolk, along with other communities in states operating dual systems of schools for the races, faces and finds a definite part of the problem. It was the first city in the South in which colored teachers successfully sought through the courts a mandatory equalization of salaries for persons with equal qualifications and responsibilities. That the equalization was morally and legally long overdue did not ease the dollar-and-cents pains for the budget makers.

Likewise Norfolk (to no greater extent than most of the South) for years permitted a drastic shortage to occur in Negro school facilities. Until after World War II no new Negro school had been built since the 1920's, and no additions to existing ones. To a greater extent than among the white schools the old buildings were permitted to become obsolete and rundown, a few of them dangerously so. The cost of making them safely usable continues to be great. A few are slated for unavoidable demolition and replacement by new structures. The accumulation of years of neglect of Negro education is an obligation all Southern communities are having to liquidate.

IN this connection there are a few related statistics worth noting. Although between 1941 and 1953 the white school enrolment decreased to below 15,000 during ten years, then rose again above that figure to the present all-time high, the Negro enrolment showed an opposite trend.

In 1941 there were 7,808 colored pupils. Their enrolment stayed above 8,000 after 1942 until 1948, when it


6 YEARS FROM NOW
WILL HE GO TO
SCHOOLS MORE
OVERCROWDED
THAN EVER?
He will unless something's done *now!* The situation —1,856,600 more children of school age in America than before, classrooms more crowded, teachers and equipment scarcer. *Free* booklet: "How Can Citizens Help Their Schools?" shows how to help! Write Better Schools, 2 W. 45th St., N.Y. 36, N.Y.
A PUBLIC SERVICE PROJECT
THE ADVERTISING COUNCIL

Another in the series prepared by the Advertising Council, in association with the National Citizens Commission for the Public Schools, to call attention to the continuing crisis in American public education.

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

exceeded 5,000. In 1952 the Negro enrolment was 10,273; the white enrolment, 15,781.

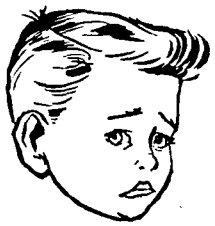
Following World War II the total school enrolment in Norfolk declined to a low of 21,609, but has steadily risen since then each year. Oddly enough, Norfolk authorities report that they have not been plagued by a teacher shortage, at least to the extent a great number of other localities have been.

Assistant Supt. E. L. Lamberth explains that there is a regrettably large teacher turnover but the supply of replacements is adequate because of the same factor inducing the bulk of the turnover, namely, the movement of Navy wives, qualified and willing to teach, who follow their service husbands as they are transferred.

Norfolk stands fifth in the state on average salaries for teachers, and its maximum salary offerings are better than several localities which outdo it on beginning and average salaries. "We believe this holds good teachers longer," Mr. Lamberth said.

ON THE other hand, the teacher question is by no means solved in Norfolk. There are still "emergency" appointments of persons inadequately "certificated" for the positions they hold. A teacher-recruitment committee recently merged with the Norfolk Citizens Advisory Committee on Schools, and the latter group has made recruitment one of its major

(*Continued on page* 62)



IT'S FAR WORSE THAN TAKING CANDY FROM A CHILD!

Next year schools will be more crowded than ever... equipment and teachers scarcer. Many children will learn the 3 R's in buildings that may have become fire hazards. *You* can help! Send for free booklet "How Can Citizens Help Their Schools?". Write Better Schools, 2 West 45th St., New York 36, N. Y.

The blank space in this and other ads is where the local sponsoring firm inserts its name.

Albany Makes a Start

By Robert K. Bair, *chemist and member of the Citizens' Committee for Albany Public Schools of Albany, New York.*

THIS is an unfinished but a continuing story. It tells of a community that recognized more than five years ago the need for citizen participation in helping to solve the many problems confronting its public-school officials. It tells how a small segment of the community tried to help—but with limited success. It tells how a larger, more representative group of citizens just two years ago accepted the challenge passed on by the earlier group. It tells what this second citizens' committee has done during the past two years and what it plans to do in the immediate future. It is not a success story yet, but we believe that it represents a good start toward being one.

It is a story of Albany, the 340-year-old capital of the State of New York, a city with a population in the neighborhood of 135,000. About 13,000, or almost one-tenth of this total, attend its public schools—twenty-three elementary and four secondary (two high and two junior high). Almost an equal number of children receive their education at parochial or private schools.

The public-school district in Albany, like those of the other five cities in New York State of more than 125,000 population, is virtually a department of the city government. It does not levy taxes, but instead is apportioned money by the city government from its tax levy. The city government issues bonds and other obligations for educational purposes. The Board of Education, which consists of three members appointed by the mayor, draws up the school budget. This budget, however, is subject to revision by the city legislative body.

The mid-Forties found Albany with many of the public-school problems that were troubling other communities throughout the country. As early as 1948 representatives of six local women's organizations—American Association of University Women, Council of Jewish Women, City Club, Junior League of Albany, League of Women Voters, and Young Women's Christian Association—recognized the existence of these problems. They saw that they must arouse their fellow citizens to their responsibility of helping the city and school officials face these problems. These alert women, on behalf of their organizations, formed the Albany Know Your Schools Committee.

The committee at once began a study of the elementary schools in a wide variety of areas, such as the school plant and physical facilities, pupils' welfare in relation to increased enrollment, health programs, needs of the exceptional child, school personnel (teacher training, salaries, selection of teachers), supervising personnel, and school finance. Teams made up of two representatives of the committee interviewed school officials and examined in detail the plans of the elementary school plants, carefully filling out a comprehensive questionnaire form based on an outline drawn up by the New York State League of Women Voters. After the studies had been completed, in late 1949, a report was written and numerous recommendations made to the Board of Education.

Somewhere along the line, however, while the schools were being visited or the report was being written, something intangible disappeared—that essential spirit of cooperation between the committee and the school officials that had been achieved at the start only partially and with difficulty. When it disappeared the effectiveness of the Albany Know Your Schools Committee diminished. Another shortcoming was that, since the representatives of the respective organizations had to take proposals back to their executive boards before action was possible, the committee was organizationally unwieldy. The need for a fresh start—for a new committee made up of individuals—became apparent.

SUCH a committee did not come into existence until the fall of 1951—and then as the results of sustained efforts by a handful of leaders of the Know Your School Committee. This new committee was composed of men as well as women from all walks of life who represented themselves, not organizations. It was named the Citizens' Committee for Albany Public Schools, CCAPS for short.

The initial aims of CCAPS were three-fold: to build community interest in the public schools; to secure better understanding between the school board and the people of

(*Continued on page* 66)

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

Education 1953-54/A Newscast

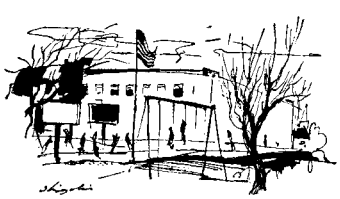
By FRED M. HECHINGER

TWO THREE million six-year-olds who are to go to school for the first time in their lives, this month everything will seem new. A new world of education starts for them, a world full of new problems. To those who deal with education year after year, however, most school problems are hardly new. The most serious of the old problems is how to fit all those newly arrived first-graders into classrooms and where to get enough good teachers to set them off on their new journey.

There are many new schools this year, but there are by no means enough of them. The birth rate is still outrunning the building rate, making short and double sessions still the most prominent, though hardly the newest, news. In terms of sheer quantity, this is how the picture looks at the beginning of the academic year:

▶ About 37 million persons of all ages will be enrolled in all of America's public and private educational institutions this fall. This represents a record in numbers for any country in any age, and a record—over two million more than last year—also for America. Whatever else might be wrong, nobody can say that the American people are not interested in education. Apparently they expect great things of it.

▶ About 1½ million more pupils than last year (which had set the earlier record) will be in all the public and private elementary schools.



The total: 26,931,000, with 23,369,000 in the public schools.

▶ The high school enrollment is growing, too. There will be 225,000 more students. Total: over seven million. This is the handwriting on the wall which too few school planners seem to be able to read: within four years the high schools are in danger of becoming as flooded as the

elementary schools are now. But improvisation will be far more difficult there. It will be a good deal more harmful on that level, which requires detailed knowledge of difficult subject matter, to press into service "substandard" teachers.

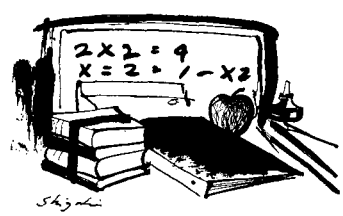
▶ Higher education, in all its branches, expects a total enrollment of two and one-half million, a gain of about 100,000 over last year. Korea veterans are beginning to swell the admissions lists. The new G.I. Bill, now in its second year, is a good deal less generous than the one which sent millions of World War II veterans back to school; but it is considered adequate at least for those who are ready to augment their grants with a little private income. A group of veterans was asked about the new bill. "Does it work all right?" said their spokesman. "Well, we're here studying, aren't we!"

▶ What is the teacher problem? Roughly it is estimated that 118,000 new elementary school teachers will be needed for the coming year in order to take care of the additional children in the public schools and to replace the annual turnover. (A good many more would be needed to replace present sub-standard teachers and to end double sessions in most schools.)

Actually, the schools will be 72,000 teachers short of the *barest minimum*. Last year's shortage was 53,000—so, matters are still getting worse rather than better.

▶ But even if all the teachers could be provided, the problems would still be far from solution. For one thing, they'd not have the classrooms in which to teach. The official estimate is that 425,000 new classrooms should be provided by 1960. About 36,000 are in some state of construction now. This fall we will be 345,000 public elementary and secondary school classrooms short of what is needed. Three out of five of all classrooms will be overcrowded.

▶ Although this vast education system still has the country breathlessly (and not altogether successfully) trying to catch up with the needs, great and concrete progress can be reported. "The American people are doing more than they have ever done before for the education of our nation's children," says Lee M. Thurston, U.S. Commissioner of Education. Last year the people gave about 500 million dollars more in taxes than the year before to improve their schools. The operating and construction costs for the public schools during that year were seven and one-half billion dollars. Average teachers' salaries,



though still too low, were increased from $3,240 to $3,400. As against 47,000 the year before, 50,000 new classrooms were provided in 1952-53.

▶ More citizens were interested in, and active for, better schools than ever before. Parent-Teacher Associations now have 7,953,000 members—double the 1946 number. In 8,000 communities citizen committees are working with school boards and educators, and the National Citizens Commission for the Public Schools, sparkplug for much of this unprecedented activity, reports that the number is still growing.

▶ By now the American public schools have, as a by-product, created the largest fleet of passenger-carrying vehicles in the world: More than 8,000,000 pupils daily use a vehicle of this fleet of 115,000 buses, 15,000 station wagons, and other cars. This year this will cost the public more than one-quarter billion dollars.

▶ If finding teachers and classrooms has almost become part of

(*Continued on page* 63)

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

The Saturday Review

Editor, NORMAN COUSINS

Chairman, Editorial Board, HENRY SEIDEL CANBY

Chairman, Board of Directors, E. DEGOLYER

Associate Editors, AMY LOVEMAN, HARRISON SMITH, IRVING KOLODIN

Assistant Editor, ELOISE PERRY HAZARD *Feature Editor*, ROLAND GELATT
Book Review Editor, RAYMOND WALTERS, JR.

Contributing Editors, JOHN MASON BROWN, BENNETT CERF, MARY GOULD DAVIS, JAMES THRALL SOBY, HORACE SUTTON, JOHN T. WINTERICH

Publisher, J. R. COMINSKY *Associate Publisher*, W. D. PATTERSON

Contents Copyrighted, 1953, by The Saturday Review Associates, Inc.

Start Them Young

EDITOR'S NOTE: *One way in which our schools and colleges may train Americans for life on a global scale—as President C. W. De Kiewiet urges in his article beginning on page 13—is through renewed emphasis on courses in modern foreign languages. As our guest editorialist this week, Henri Peyre, professor of French at Yale, states the case for the study of modern languages beginning in elementary schools.*

A WISE conception of democracy makes it imperative that we restore languages for all pupils in our schools at an early age, merely to be true to the American principle of equality of opportunity. The study of a foreign language in our schools should by no means be limited, as a class privilege, to the 15 per cent who are likely to go to college. It should be started early, before inhibitions, self-consciousness, shyness develop in boys and girls at their puberty. It should be extended to as many people as possible. For why should children financially, geographically, or perhaps momentarily intellectually underprivileged be deprived of understanding the modern world which America is incessantly in contact with, or merely of enjoying their leisure hours through some literary, historical, or linguistic interest?

Nothing is less truly democratic and more medieval, in the popular and less honorable sense lent to that adjective, than for school principals and school boards to decide in advance that some boys and girls will be trained only for their probable occupation and will be chained to their status in life, that they will in advance be shut out from the opportunity ever to go to college. A report of the British Ministry of Education declared in a more democratic vein: "It has been well said that the purpose of education is not so much to prepare children for their occupations as against their occupations. It must develop in them the powers and interest that will make them the masters and not the slaves of their work."

Pasteur used to say that chance has much to do in one's career and in scientific discoveries; but he always added that "chance favors the well-prepared mind." Einstein has been reported as declaring, "If a young man has trained his muscles and his physical endurance by gymnastics and walking he will later be fitted for every physical work. This is also analogous to the training of the mind."

If foreign language study were generalized and started earlier, as it should be logically, more boys and girls would reach college already prepared to read works of another literature besides their own or besides the one written in English. Reading foreign works in the original is an accomplishment which will always be reserved to a few. But those few are far too few at present in America, and they have lately been reduced to the defensive. A laudable preoccupation with objectivity has led many Americans to lend their faith solely to quantitative data, questionnaires, charts, curves, statistics, and percentages. Such methods are purely deceptive in their pseudo-objectivity. They delude those who compile and use them into believing that they have understood the whys and wherefores of human motives while they have only refused to follow the more intelligent and the only constructive method of much science: that of hypothesis and of induction resting on observation and reconstructing the probable workings of minds.

THE history of the last fifty years in several countries proves that statesmen who had been trained as engineers or as scientists regularly failed when they attempted to lead men and deal with affairs in which irrational and unpredictable factors predominate. British papers have lately remarked that the root of many British troubles in Iran, in the Near and Middle East in general, and the root of similar mistakes now being committed by Americans lay in their obstinately economic and quantitative approach. A little curiosity for Iranian poetry and traditions, for Egyptian, Greek, Italian, German, and French literatures would have gone a longer way in appealing to the emotional forces which, far more than economic necessity, impel those peoples, and many others, to behave sentimentally and illogically.

We cannot depend upon translations where living languages are concerned. Books, newspapers, speeches, letters reach us continually which are written in those languages. Airlines are making it easier to travel at moderate costs through several countries. The radio exposes us daily to foreign speech. Our businessmen, as well as our politicians and statesmen, are called upon to visit foreign lands several times in their careers. Even labor union leaders, tradesmen, farmers, technicians of every capacity are today called abroad as their opposite numbers from abroad are being invited here. Exchanges are no longer limited to lecturers, artists, and students; they must be broadened and extended if international understanding is to rest on a firm basis. An American who cannot or does not read a foreign-language newspaper or magazine is today a pitiful cripple. A scientist, a doctor, a manufacturer who attends an international conference and only speaks and understands his own language and assumes it is adequate because his country is the most powerful on earth makes enemies and alienates potential friends. He is scorned by foreigners even while he may be envied, because his monolingualism is interpreted as provincial complacency or as a manifestation of "American imperialism."

—HENRI PEYRE.

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

THREE-STORY HERITAGE

Edgar Ansel Mowrer's article "Our Three-Story Heritage" [*SR* Aug. 1] urges that we become aware of our Occidentalism when we deal with Europeans and that "we think of ourselves . . . as members of the human race" when we transact our business with Asians and other non-Europeans. What I find lacking in Mr. Mowrer's statement is the awareness that the yellow, brown, and black peoples have already been nourished upon Occidental ideas. Their leaders have attended Oxford, Cambridge, and Harvard. Their grievances against Western "imperialism" are formulated in concepts that have been developed in the Hebraic-Christian tradition and in the European Enlightenment. They resent the fact that they have learned to take more seriously than we the lessons they have learned from us.

Of course, it is always useful to urge that our representatives become aware of the common humanity in all men. I wish I could share Mr. Mowrer's optimism that "Americans—of all white peoples—should be best qualified to talk man-to-man with anyone." It is perhaps true, as Gertrude Stein suggests, that we are brought up to "believe in boundlessness." But this is to say that we remain unaware of our own limits, and this incapacitates us for *listening*. The very immensity of our land means that our people have had little experience in understanding the foreigner. The smaller nations—even the so-called "primitive" peoples—are usually more sophisticated than we with regard to the problems of intercultural communication. For these peoples have had more contacts with "strangers," and they have learned to be aware of their own particularity. Certainly, our history has been one of a continual influx of foreign cultures, but the dominant relation to these cultures (in its ideal form) has been one of benevolent assistance toward "assimilation." . . .

JOSEPH NEYER.

New Brunswick, N. J.

"WITNESSES FOR FREEDOM"

EDGAR ANSEL MOWRER'S essay on "Our "Three-Story Heritage" is extremely timely and, I think, thought-provoking.

Towards the end of his article he becomes victim of a blind spot, namely the assumption that non-white Americans can play only a negligible part in cementing a better understanding of American life for the rest of the world. Mowrer suffers here from that phenomenon with which Ralph Ellison has dealt so ably in "The Invisible Man." He has not learned the lesson Frank Tannenbaum has taught so well: "American colonization is a joint Afro-European enterprise."

Two years ago a young woman from Israel told a group of Southern students in an interracial conference that when Ralph Bunche became the mediator for the Palestine crisis the "morale of our people was greatly lifted." She said in essence: "We believed in him first of all, because he was an American and belonged to a tradition of freedom. But we believed in him more, perhaps, because he was a Negro American who had suffered the slings and arrows of outrageous fortune . . .' and could 'take arms . . . against a sea of trouble . . .' He knew both suffering and aspiration and we believed in him."

Negro Americans who have traveled in Asia and Africa as well as Europe have had many occasions to believe that they were in a real sense important "witnesses for freedom." I have borrowed this phrase "witnesses for freedom" from Rebecca Chalmers Barton to say many times over to Negro American student audiences in particular that this is an aspect of our heritage which our country and the world needs in a particular sense in these times. Our nation is called upon by its place of leadership in the world to bear witness for freedom; Negro Americans are called upon to bear witness for freedom as they have done all during our history in this land. Not least among our assets in this regard is freedom from what Mowrer calls "ancestral folkways" in ways that few other Americans are.

Our "invisibility"—to use Ellison's figure again—has been a great part of the tragedy and error in the aborting of the promise of American life from the compromises of the First Continental Congress on the issue of human slavery to the present great issues of civil rights. Our "visibility" seems to have a tendency to make many of us much "better able to cement a two-way understanding" with non-Europeans than many superb Americans.

We meet many people from Asia and Africa as well as from Europe on the campus of this institution because it is increasingly a shrine symbolic of the "promise of American life." Some of us have been impressed with the expectations many non-white peoples have of the world meaning of the rise and progress of Negro Americans. It is to the advantage of the U.S. to use this vast potential in the world struggle that we may achieve a lasting and enduring peace.

CARLETON L. LEE.

Tuskegee, Ala.

THROUGH HISTORY WITH J. WESLEY SMITH

"They let in foreigners like this Caruso when many of our own singers are unemployed."

NEW CRITICS & FICTION

MALCOLM COWLEY [*SR* July 25] brought great hope and relief to me, who have been privately plagued by the critical nonsense I have seen and heard these many years. What he says has needed saying for too long. I hope his article presages new attitudes on the part of the critics and teachers and a few of the sort of novels one may read with some pleasure and profit.

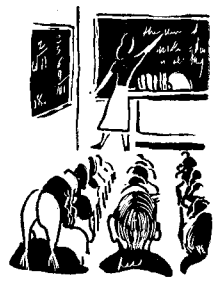
FRANCES HANLIN.

San Francisco, Calif.

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

Is There Quackery In Our Schools?

"Quackery in the Public Schools," by Albert Lynd (Little, Brown. 282 pp. $3.50), is a New England businessman's indictment of the influence of pragmatism and "progressive education" in our secondary school system. Here it is discussed, pro and con. Pro, by Gordon K. Chalmers, president of Kenyon College and author of "The Republic and the Person": con, by Maurice R. Ahrens, director of curriculum of the Corpus Christi, Texas, public schools.



YES/Gordon K. Chalmers

WHEN the *Atlantic Monthly* recently published excerpts from Albert Lynd's "Quackery in the Public Schools" many thought the title should be "Quackery in the Teachers' Colleges." The full volume justifies the more popular title, analyzing the slick system whereby intimidation of the uncritical by professionals and incantation of technical verbiage has produced the most gigantic job-monopoly of the age.

Mr. Lynd, who is a Yankee businessman, a member of a school board, and a champion of greater school appropriations, writes with wit and cheerful amusement about matters which are dead serious to him and should be to us. He has taught college history and has read with discernment modern and ancient philosophy, is practical and unprejudiced, and keeps the Jeffersonian issues uppermost.

If most parents want their children taught according to the John Dewey dogma that the soul does not exist, the author thinks such teaching will be proper in a democracy. All he asks is that educationists learn more precisely what their professed "philosophy" means and be candid in their explanations to the public, and that school boards and their constituents think responsibly about the real aims of "educationdom" and decide for or against it with their eyes open.

The leading super-professionals of education, Mr. Lynd points out, have designated certain "real needs" of children. They profess, though they talk much of tools, to prepare the young to meet these "needs" without any tools at all, merely with "experiences." In doing this they have set about revising the popular taste and standard of value, directing public education toward meeting supposed "real needs" of society itself. Mr. Lynd asks, Who appointed them to manipulate and change us about in this way? He answers that they appointed themselves. He then asks if they are equipped to determine the "real needs" of individuals and of society, and he answers, No. They display their inadequacy in two ways: by their cacophonous and redundant prose, showing poor reasoning and ignorance of the meaning of words, and by their books and essays which show that they are not well acquainted with the subjects of learning they blithely tell us are now useless.

Mr. Lynd cites chapter and verse. His anthology of "pedagese" rivals the "Book of Boners." His illustrations of the professor of education's lack of knowledge of the classics, history, philosophy, and mathematics are selected from writings which decry the usefulness of these bodies of evidence about ourselves.

The facts Mr. Lynd rehearses about the educationist's control of our schools are the result of a mixture of political necessity, compromise, mental laziness, and pedagogical empire-building. The state certification laws require the prospective teacher to waste time in many "methods" courses when few would suffice; teachers' pay raises depend by law or regulation on "completing" "graduate-level" courses, and in consequence many of

(*Continued on page* 61)

NO/Maurice R. Ahrens

IT IS evident that Albert Lynd has made a vigorous attempt to discuss, in scholarly fashion, the dangers of pragmatism in modern education in his book "Quackery in the Public Schools." He apparently believes that almost every change made in education during the past half century or more has been based upon the philosophy of pragmatism and engineered by the "cult of progressive educators." This, of course, is untenable. Dr. James B. Conant, reviewing David Hulburd's "It Happened in Pasadena" in *The New York Times Book Review* two years ago, dealt with the matter most ably when he wrote of the controversy in the California city:

> So-called progressive education, it was maintained, had had a very deleterious effect because it is "shot through with the blight of pragmatism!" Needless to say, those who were fighting the increased tax levy and attacking the public schools of Pasadena failed to define progressive education or pragmatism and to relate either to the actual conduct of education in this particular California city. Because of the national significance of the discussion of education, one may note the "smear words" which have become the weapons of those who are hostile to our free public schools. None seems to me more widely used than "pragmatism" unless it be the name of John Dewey.

Although he uses the term "progressive education" continuously—and frequently in disparaging connotations—throughout his book, Mr. Lynd, like many other critics of modern education, has not attempted to define it. It is not even possible to discover exactly what the phrase means to him. His discussion of pragmatism, although a scholarly attempt, lacks definitiveness and comprehensiveness, and fails to provide specific evidence of the impact of this philosophy on current practices in education.

The criticisms of modern education which permeate almost every page of his book are based largely upon subjective judgment. Personal experiences and talks which he has had with businessmen and others play an important role in his expressions of disapproval. I do not question the integrity of the author or of those with whom he conferred, but such subjective evidence simply is neither sound nor acceptable in formulating generalized statements critical of modern education. What reading he has done is based on a limited, highly selected number of articles and books.

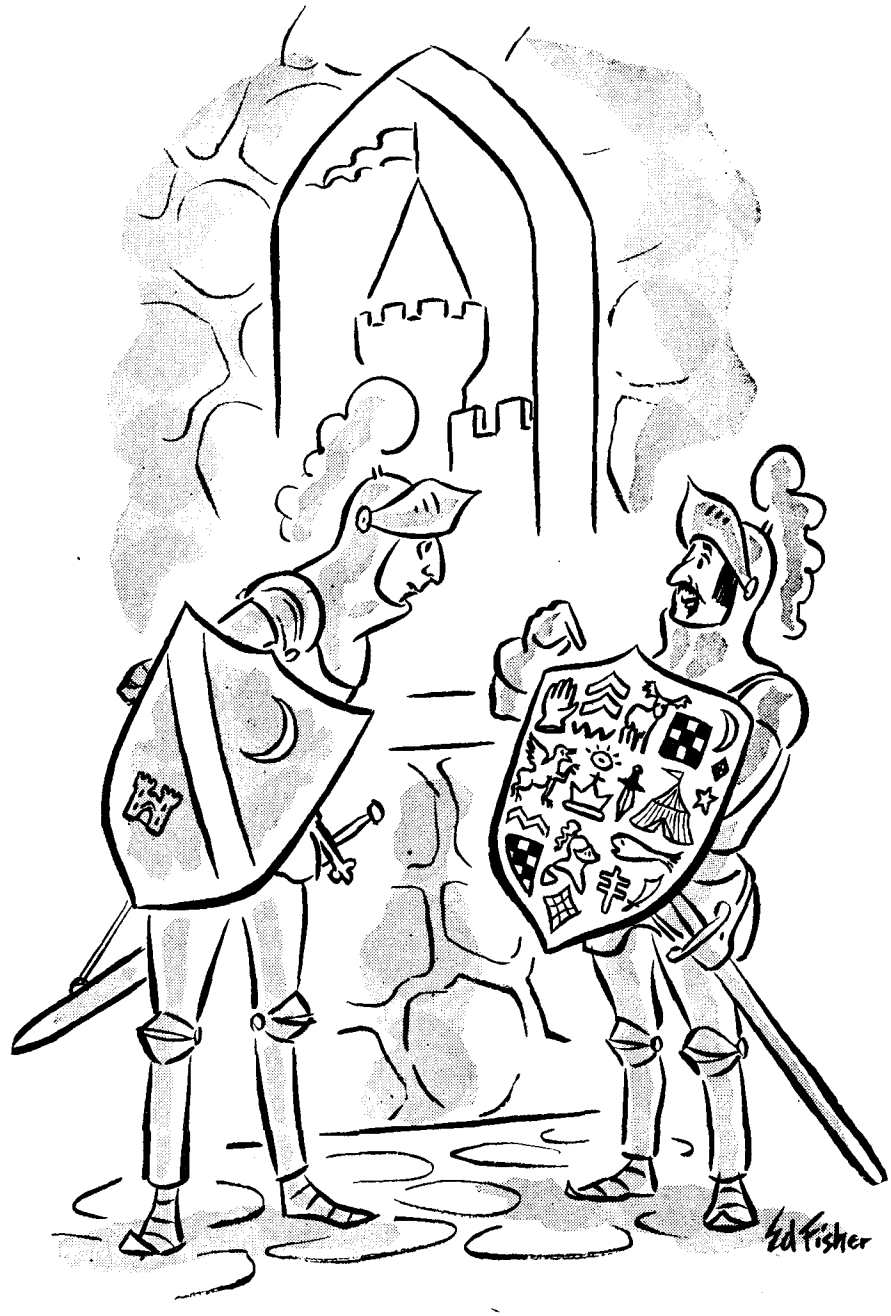
If Mr. Lynd had taken the time to visit public schools himself, as thousands of parents are doing daily, and so become intimately acquainted with current educational practices in the classrooms of America, he would have discovered that fundamentally education has changed but little in the last half century. He would recognize that education has probably changed less than any other institution in our country. There have been improvements, of course, particularly in methods of teaching, but essentially the same subjects are being taught that were taught fifty years ago. Educators are still devoting a major por-

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

tion of their time to discovering better ways of teaching the tools of learning—the three R's—and will undoubtedly continue to do so. Although attempts are being made continuously to introduce a wide use of diversified materials, classroom instruction is still largely dependent upon textbooks which, although somewhat improved, are similar in organization and content to the textbooks of a half century ago.

Mr. Lynd deplores the fact that the programs for training teachers require courses in teaching methods, thereby reducing the number of subject matter courses. If he had taken time to talk with teachers he would have learned that their most pressing problems are in methods of teaching rather than in content or subject matter. The teachers would have told him that in-service education programs are being instituted in school systems all over the country to supplement the teacher education programs in colleges and that these combined efforts to improve methods of teaching and the selection of subject matter are resulting in improved instruction.

Mr. Lynd makes a valiant effort to court the favor of teachers and win parents over to his point of view by writing at great length about the lack of adequate salaries for teachers. With this all educators and most parents would agree. While he says many things about the important role of teachers and parents in education, he implies that they are being "hoodwinked" by "educationists" and insinuates that they do not possess the intelligence to understand and evaluate changes in education. Many parents will resent his aspersions on the work of the parent-teacher associations, which have played such an important role in the improvement of education.



"Then while they're still puzzling it out I ride up and clobber them!"

IF Mr. Lynd had had experience in curriculum development he would have learned that it is futile to try to improve education without full participation by teachers and parents. More and more school systems are coming to realize that to improve the curriculum the active participation of teachers and parents is not only desirable but essential. Mr. Lynd was once a teacher himself, but apparently he does not remember that even as recently as thirty years ago graduates from high schools taught in elementary schools; that one or two years of college qualified a teacher for high-school teaching; that all pupils were taught the same reading and arithmetic skills at the same time without regard for individual differences. That these conditions no longer obtain and that hundreds of other improvements in teacher training and teaching methods have been made are evidence of our progress in the education of children.

Almost all educators are aware that education has not achieved perfection. There are and will continue to be many problems to be solved. This is a situation not unique to education. It is just as true in industry, medicine, and law. Industry and medicine strive unceasingly to improve their products and services to mankind through spending vast sums of money for research. Educators want no less for the children of America. They want the best schools possible for our children with the same zeal and enthusiasm that industry has evidenced in providing better homes and automobiles and that medical science has manifest in developing ways of reducing the ravages of disease.

A critical analysis of "Quackery in the Public Schools" will reveal that it tends to prejudice the reader against education through such destructive techniques as "name calling," "smear words," and the use of broad generalizations not substantiated by research data. Mr. Lynd makes little or no attempt to offer a constructive solution to the problems he has posed. It seems inconceivable to me that any great number of informed thinking people in our country will take it seriously.

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

A Liberal Education for All

—Stephen Lewellyn.

Robert Hutchins—"every man a ruler."

Robert M. Hutchins's "The Conflict in Education in a Democratic Society" *(Harper. 112 pp. $2) is a plea by the former President of the University of Chicago for liberal education suited to the conditions of democratic America. Here it is discussed by Professor Ulich of the Harvard Graduate School of Education, author of "History of Educational Thought" and other books.*

By Robert Ulich

I AM not surprised to find that I agree with most of the basic tenets of Robert M. Hutchins's new book, "The Conflict in Education in a Democratic Society." Like him, I am critical of pragmatism, though I would not dare decree arbitrarily that it is not a "philosophy." In my own teaching and writing I have always criticized the three current pedagogical doctrines which Mr. Hutchins chooses as his target, namely that the goals of education should be the student's "adjustment to the environment," the "meeting of his immediate needs," and "social reform." But, though critical, I would not condemn these theories so radically as Hutchins does. Is there not some reason why teachers, in our period of nervous breakdowns, prefer well-adjusted to maladjusted pupils? The term "immediate needs" is certainly vague; it covers the whole gamut from putting the little one on the chamber pot to sustaining the "religious needs of mankind," and it is ultimately reactionary because it is without transcending vision. Yet, is the teacher not somewhat justified, if he tries, often desperately, to provide some intelligible contact between what a pupil learns and what he "needs"? For with many students this is the only way to arouse interest. Also the third point of argument, the relation between education and social reform, is not so simple as to be disposed of with a few dialectical flourishes.

According to Mr. Hutchins, the three pedagogical doctrines just mentioned militate against "liberal education," which is for him the keystone of all civilization. "Liberal education," so he says, "consists of training in the liberal arts and of understanding the leading ideas that have animated mankind. It aims to help the human being learn to think for himself, to develop his highest human powers. . . . It has never been denied that this education was the best for the best. It must still be the best for the best unless modern times, industry, science, and democracy have made it irrelevant." According to Mr. Hutchins, they have not. Also here I agree wholeheartedly. But though liberal education is for the best, it is according to the author not only for the "few," or the "aristoi," in the traditional sense. "Democracy makes every man a ruler, for the heart of democracy is universal suffrage. If liberal education is the education that rulers ought to have, and this I say has never been denied, then every ruler, that is every citizen, should have a liberal education."

If one hears that almost a half of the adult American population does not read books, one asks whether all these "rulers" can really profit from an education originally designed for "the best." Mr. Hutchins, undaunted, would answer: Yes, they can. "When I urge liberal education for all, I am not suggesting that all people must become great philosophers, historians, scientists, or artists. I am saying that they should know how to read, write, and figure and that they should understand the great philosophers, historians, scientists, and artists. This does not seem to me an unattainable goal."

IF all this is possible, is it not terrible to think how dismally school teachers and university professors all over the world have failed in the building up of a liberal civilization? Some sentences later, however, men, though "they are also the same," are "different." In what? Probably among other things, in their intelligence. Therefore the great attempt of the American school system and its conscientious teachers to unite the sameness and the differences, the immediate needs of the pupil and the wider interests of the community, under some kind of common denominator. This attempt, at least, Mr. Hutchins could have acknowledged, rather than stating categorically: "In the United States little effort is made to raise the level of mass cultivation through the schools. The leading theories or doctrines of education say nothing on this subject." Now, the leading theories of education (which, as already indicated, I am far from defending in their totality) may have erroneous and perhaps even cheap opinions about mass cultivation; they may not even understand what "mass cultivation" means in the mind of Mr. Hutchins. But how can he state that they say "nothing on this subject"?

The reason for this logical rope dance lies in Mr. Hutchins's narrow concept of education. "Education deals with the development of the intellectual powers of men. Their moral and spiritual powers are the sphere of the family and the church." "The prime object of education is to know what is good for man. It is to know the goods in their order." As if there had ever been a school of high quality, and, may we add, a "Great Tradition," which divorced the learning and knowing from the practical moral commitment! Why else did our modern liberal education fail?

Narrow vocationalism is a frightening peril to our schools, often nothing but an excuse for mediocrity. But mere intellectualism would be just as great a danger. The "good men" and the "good life" do not come from it. As little as we should have foul compromise, as little do we need artificial separation. We need genuine synthesis. As long as Mr. Hutchins refuses to see this, he will move around in false contradictions, of which his whole book is replete. And this is deplorable, for there are many of us who would gladly join him in his fight for a new university, for academic freedom, and for a new rationality.

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

A Great Humanitarian and His Helpmate

Louise Hall Tharp's "Until Victory" *(Little, Brown. 367 pp. $5) is a biography of the distinguished educational leader Horace Mann and his second wife, Mary Peabody. Professor Merle Curti of the University of Wisconsin, who reviews it below, is the author of "The Social Ideas of American Educators" and the Pulitzer Prize-winning "Growth of American Thought."*

By Merle Curti

LOUISE HALL THARP'S skill as a writer was apparent in the books that preceded "The Peabody Sisters of Salem." But the adoption of that biography by the Book-of-the-Month Club in 1950 first introduced her to a really wide circle of readers. The highly favorable comments which "The Peabody Sisters" evoked can be equally well made of the new biography of Horace Mann and Mary Peabody, "Until Victory." Like its predecessor, this portrait of the distinguished educational leader and his second wife, one of the Peabody sisters, is based on extensive and intensive reading of a widely scattered body of materials, some of which have been used for the first time. "Until Victory" also possesses the light but sure touch, unfolds the story in a leisurely fashion without sacrificing verve and vitality, and displays great affection and sympathy for the subjects. One can again say that "Until Victory," like "The Peabody Sisters," combines "feminine intuition" with scholarship and absorbs and excites the reader's attention from first to last. Here, in brief, is another "rare and lovely book."

In making her material glow with a warm, human intimacy and in bringing Horace and Mary Mann to life, Mrs. Tharp is at her best. No one could have done better in bringing out the drama and romance in the materials—and I suspect very few could have done as well. Thanks in part to the new material Mrs. Tharp has tracked down and thanks equally to her gift of understanding, she has given us, for the first time, a Horace Mann whose spontaneity, wit, gaiety, and charm no one can any longer deny. Of special interest are the chapters on Mann's parents, sisters, and brothers, and his first parson, the Calvinistic Reverend Nathanael Emmons of Franklin, Massachusetts, who frightened the sensitive lad by his terribly gruesome sermons on damnation. Mrs. Tharp describes the struggles of the brilliant but poor and poorly equipped young man for the education he got at Brown University and at the law school of Judge Tapping Reeve in Litchfield, Connecticut. Equally fresh and dramatic is the story of Mann's romance with the daughter of President Messer of Brown, of their brief but happy life together, of the tragic death of the young wife, and of Mann's overwhelming grief. I can think of no novelist who could tell this story better, or that of the ultimately beautiful relationship with Mary Peabody, who in time became the second Mrs. Mann. Only occasionally does Mrs. Tharp's zest for her characters and the setting distract her into the trivial. For the most part one feels the sincerity and integrity of this fascinating and warmly human story.

ANYONE writing on Horace Mann in the Thirties would almost certainly have analyzed his social ideas, which in this book are suggested or at the best evoked rather than probed. Anyone writing on Mann two decades ago would also have been very apt to emphasize the part Mann played in the tensions and conflicts of his time—

—*Lotte Jacobi.*

Louise Hall Tharp—"light, sure touch."

to have made that the main focus of the study. It is true that Mrs. Tharp has not entirely neglected this context. We are informed of Mann's tireless and often effective struggles for the amelioration of the debtors' code during his terms in the two houses of the Massachusetts legislature, for the improvement of the care of the mentally ill at the Worcester state hospital, and for the wider recognition of women's abilities and range of interests. We are also given a clear and lively account of Mann's contributions to the anti-slavery crusade during his membership in Congress as the Whig successor of John Quincy Adams. And there is a good deal on the greatest of Mann's humanitarian crusades—his services as Secretary of the Massachusetts State Board of Education. But Mann's part in these crusades is seldom put adequately into an institutional framework or related analytically to the conflicting interests in the society and economy of the time. There are, to be sure, allusions to Mann's predecessors and co-workers. But there is no adequate critical evaluation of just what Mann himself accomplished. And when there is some discussion of the larger social and economic forces and tussles, it is apt to be couched in terms of personal conflicts.

But whatever its limitations, "Until Victory" is a very welcome addition to the literature of American social and intellectual history. It is welcome because at the very time when many historians and biographers are blowing up America's business titans and belittling her protestants and noncomformists Mrs. Tharp has given us an intensely sympathetic account of one of our greatest humanitarian liberals. It is welcome because the story it tells of the attacks by demagogues on public education in the name of economy and the sanctity of the *status quo* gives us perspective and insight into comparable attacks in our own time. And it is especially welcome because many seem today to be in danger of forgetting the eternal timeliness of the social and educational philosophy Horace Mann exemplified and lived, as a lawyer, an educational statesman, a lawmaker, and the first president of Antioch College. That social and educational philosophy he summed up in the words, "Be ashamed to die until you have won some victory for humanity."

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

Ammunition for the Battle

"Freedom and Public Education," edited by Ernest O. Melby and Morton Puner *(Frederick A. Prager. 314 pp. $4) is a symposium on the current attack on the public schools. Our reviewer, Professor John S. Brubacher of Yale, is the author of "The Public Schools and Spiritual Values."*

By John S. Brubacher

EVEN if everyone has not read David Hulburd's book "It Happened in Pasadena," nearly everyone today knows what happened there. Newspapers, magazines, radio, and television have made Pasadena nationally notorious for discharging her superintendent of schools, admittedly one of the best in the country, not because of professional incompetence but because pressure groups of citizens persuaded the board of education that, believe it or not, his progressive policies were ineffective, irreligious, and even subversive! The charge was so preposterous and the outcome so unexpected that the American public stood almost aghast. What everyone does not know so well, however, is the fact that what happened in Pasadena has also happened in many another community. From east to west and north to south our school system is pocked with battle scars.

It is nothing new, of course, that education should be the subject of public controversy. Much of the enduring vitality of our school system has been due to the persistent concern which the public has shown in its program. The recent attack upon the public schools, however, is unlike any in our previous history. The ultimate result of previous attacks has been to improve and strengthen the school program. The result of the current attack to date has been to destroy confidence in the frame of studies and the discipline of the schools.

At first the present attack on the schools seemed to be an isolated skirmish here and there. As these attacks have persisted and multiplied since World War II, however, it appears that the many skirmishes add up to a sustained campaign on a wide front. While at first the professional staff in each locality met the onslaught as best it could, the friends of the schools are now joining hands over a wide area to rally to the support of public education. In bringing out "Freedom and Public Education" the editors, Ernest O. Melby and Morton Puner, a dean of a school of education teamed with a newspaper and magazine man, have had two aims in view. On the one hand, like Paul Revere, they are riding the countryside to awaken American citizenry to the danger which threatens their schools. On the other hand, they are aiming to arm lay citizens and professional educators alike with arguments and points of view to withstand the onslaught and, perhaps, even to go over to the counterattack.

The book is organized in the form of a symposium. Although Dean Melby of New York University, one of the most socially minded deans in the country, gives an extended introduction to the present situation, the editors allow the weight of the argument to be borne by an array of authors who are already in print about the crisis in education. Instead of arranging a collection of freshly written articles, the editors have chosen from those in print the ones that have already had a notable impact on readers. In this way they assure their own readers that the armory of weapons provided is already battle-tested.

Men whose views appear in this symposium run all the way from a Secretary of State, John Foster Dulles, to a Supreme Court Justice, William O. Douglas; from a former university president, James Bryant Conant, to a well-known author, John Hersey; from a former state commissioner of education, George Stoddard, to a beloved professor of education, William H. Kilpatrick; and from the Town Meeting of the Air to Pasadena's former superintendent himself, Willard E. Goslin.

After an opening chapter which tries to give both an historical and current perspective on the modern American school, there follows one which states some of the main challenges to this school. The third and fourth chapters deal with the attacks on the schools and the critics behind these attacks. A final chapter makes positive suggestions as to what to do in the current crisis.

WHAT one misses most in the table of contents is a chapter composed of writings of the critics themselves. The nearest the reader will come to the nature of their argument is what he is able to infer from Chapters Three and Four, which are really rebuttals of the attacks and their critics.

In any event, both friend and foe of the public schools should read this symposium. The intelligent foe should want to aim his criticisms more precisely than heretofore and the loyal friend, if running short of ammunition, will welcome a fresh supply.

Come Away

By Mary Kennedy

COME out of the jungle, Lydia, the mud is deep.
The roots of the ferns and grasses silence keep,
Why talk to them?
The wind does not blow, the leaves hang tangled and still.
Fragile birds shake and shiver beside the muddy river.
Over the velvet stones vines twist, slither and slide,
Bright-eyed in the shadows enormous creatures hide.
A ripple of fur in green flickering light . . .
Is there a prowling leopard with the soft name of Lydia?
Lydia, Lydia, come away, come away.
Monkeys swing high in the white trees,
Nearer creeps the furtive baboon.
Roots glide, the rock comes alive.
Run, Lydia, run.
Slip silently past the flamingoes
Stretching their scarlet wings, winding their long necks
In the hot lagoon
Reticent and proud the troubled lion passes.
Take care, take care, come away.
Roll out of the relentless mud.
Stretch on the deep soft moss and run.
Come out of the jungle.
Lydia, Lydia.

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

Closing an Obvious Gap

"General Education in School and College" *(Harvard University Press. 142 pp. $2) is a committee report by members of the faculties of Andover, Exeter, Lawrenceville, Harvard, Princeton, and Yale, proposing ways to make the last two years of preparatory school and the first two years of college a united enterprise. Dean H. T. Morse of the General College of the University of Minnesota, who reviews it below, was editor of "General Education in Transition."*

By H. T. Morse

THE authors of "General Education in School and College," members of the faculties of Andover, Exeter, Lawrenceville, Harvard, Princeton, and Yale, disclaim the intent of reforming our educational system, but what they have to say has significant implications far beyond the institutions they represent. With a vigor of expression and incisiveness of argument rarely found in a committee report of multiple authorship, they set out to persuade institutions and individuals to look at the general education program of the last two years of preparatory school and the first two years of college not as a divided but as a united enterprise. They decry "two special kinds of weaknesses in the current pattern of connection between school and college. The first is waste, and the second is failure to make many students care about their education."

The report makes a sharp frontal attack upon these weaknesses, and suggests positive proposals for improvement. One way of avoiding waste, the authors state, would be through careful planning to achieve curricular integration, now conspicuous by its absence, in the four-year period of schooling being discussed.

The "core program" designed to achieve this integration will hardly be a surprise in general education circles, with the possible exception of the proposed course in "values." But the vigor with which the authors attack many of the traditional practices of content selection and teaching methods in the usual general education fields is both devastating and refreshing. As a further means of avoiding waste the authors propose a plan for acceleration which would enable some particularly qualified students to complete the conventional eight years of high school and college in seven.

The second problem, that of stimulating greater motivation among students, is admittedly difficult. The proposals in the report for improvement are pointed and practicable: give top priority to recruiting and encouraging imaginative, creative teachers; stimulate more independent work on the part of the ablest high school seniors; interest college faculties in increasing their personal contact with undergraduates; involve students in more active participation in their education through increased use of papers, discussion, and problem solving.

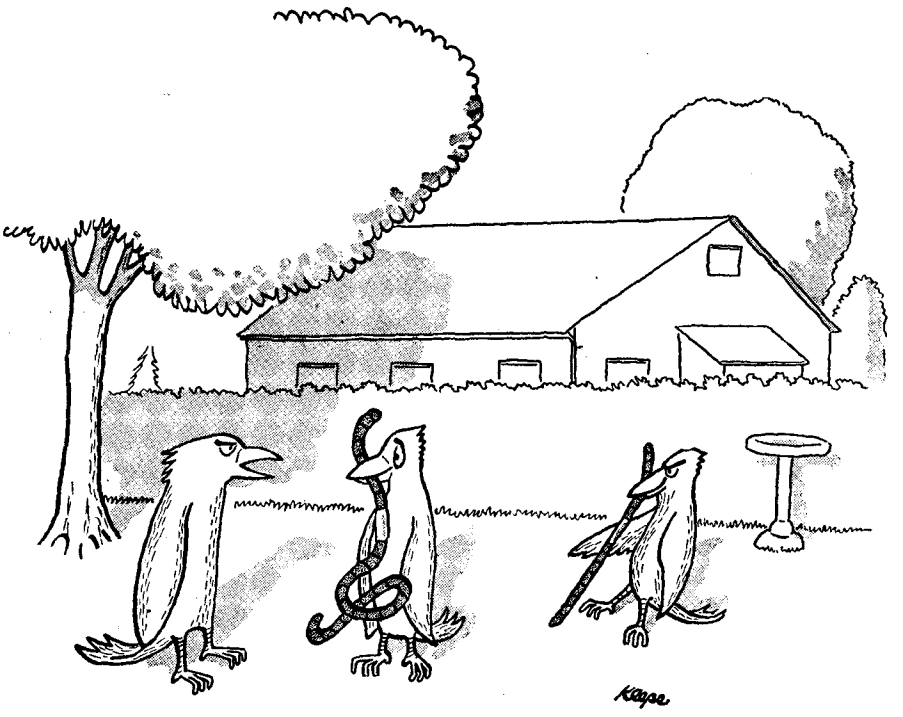
An assessment of "General Education in School and College" yields a balance strongly on the credit side. Some readers would doubtless be inclined to dismiss the volume as "just another committee report" which largely ignores the fact that proponents of the 6-4-4 plan of academic organization have long and earnestly argued the same major proposition.

They might also feel that the report is rooted too deeply in rationalist philosophy, lacking convincing evidence for many of its pronouncements, unrealistic in expecting students to take five different subjects at a time, and inconsistent in advocating acceleration within an integrated program.

This volume is, in a sense, an extension of the Harvard Report, but here the argument is presented with greater clarity and economy. One might, however, criticize the treatment of the subject as betraying the same unwillingness so noticeable in the Harvard Report to acknowledge that civilization extends very far west of Bucks County.

IN the light of the specific problem to which they address themselves the authors do a highly commendable job. They are mainly concerned with improving the education of the *superior* student. They quite properly insist that standards of quality must be just as high in general education courses as in others. Their judgments are based on a considerable amount of pertinent evidence and consultation.

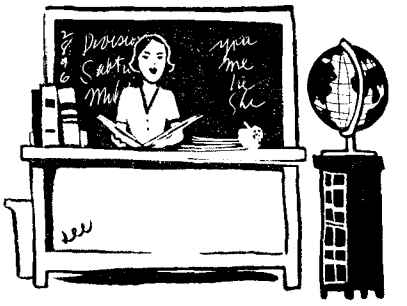
Their statement of the essentials of a liberal education deserves close study and high praise. Rather than the usual negative cavil against "anti-intellectualism" in the schools, they present a cogent plan to upgrade the intellectual caliber of the school and college program. The manner in which their arguments are presented is in itself a compelling illustration of those skills of expression and logic which the committee advocates for the school and college program.



"Sometimes I wonder if they're worth getting up for."

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

Changing Attitudes: Why and How



"The American Elementary School," edited by Harold G. Shane *(Harper. 395 pp. $5), and* ***"A Public School for Tomorrow," by Marion Nesbitt*** *(Harper. 164 pp. $2.50), consider elementary education from two approaches—the first, the "why" of it; the second, the "how" of it. In reviewing them, Lucy Sprague Mitchell—former acting president of the Bank Street School of Education, former dean of women at the University of California, author of "Children in Our Schools"—writes about the slogans that secondary education has adopted through the years and what lies behind them.*

By Lucy Sprague Mitchell

TWO books—"The American Elementary School," edited by Harold G. Shane, and "A Public School for Tomorrow," by Marion Nesbitt—are important reading for people who want to know more about the new education—both *why* and *how* our elementary schools have recently changed in attitudes toward children and curriculum. These books present a striking contrast in their approach and consequent effect upon a reader.

"The American Elementary School," the Thirteenth Year Book of the John Dewey Society, is written by nineteen educational experts: eighteen of the authors are faculty members of universities, one is a superintendent of schools. The approach in the book is intellectual, impersonal, so that the reader is kept aloof from children in action. This could be called a "why" book. Indeed, it can serve as a brief encyclopedia of elementary education in which each chapter gives an authoritative statement of a special field.

The book has the virtues of a bird's-eye view. It places education in its cultural context and shows why our elementary schools have changed as our culture has changed. It discusses the new concepts about the behavior of human beings upon which the new education is based and reveals present-day trends in school thinking. And in the last two chapters—the best, in my thinking—it cautiously extends present trends into a hopeful picture of the future.

For all its comprehensiveness, this book lacks any real discussion of a field that from my own experience (both as a teacher of children and of teachers) seems of vital importance—teacher education, both pre-service and in-service education. The authors recognize that the kind of life children experience in school depends upon the kind of teachers they have. Many of the authors tell us what our teachers *should* be and *should* know, but none of them discusses how to produce the kind of teachers needed in a modern school.

This omission may reflect the general lag in attention to teacher education in research and experimentation. This lag, I believe, has been one of the major blocks in the general acceptance of the new education. Our teachers were given what amounted to a new job without sufficient preparation for it. The enormous problem of in-service education that this threw on our schools is recognized but far from solved even now.

Very different is "A Public School for the Future." Marion Nesbitt presents a series of "close-up" pictures of people in action in the Matthew F. Maury School at Richmond, Virginia, in which she is a teacher. Her approach is dramatic, personal. This could be called a "how" book. It is a vicarious visit to one public school, accompanied by a guide who believes hard in what she is showing us. Whether or not we share her beliefs, this is a delightful experience.

Marion Nesbitt often refers to the educational process at Maury as "a way of life." This life is sustained through active, cooperative human relationships. We see children, teachers, principal, superintendent of schools, parents, community workmen, people in museums and libraries —all in action as a part of "the whole school." The headings of her chapters suggest both action and group life: for instance, "We Play, We Eat, We Rest" or "We Talk, We Read, We Write." At the end of each chapter she ties up theory with her close-up view through a brief paragraph on "Underlying Principles."

Life at Maury is full of experiences, all of which are regarded as opportunities for learning. The children are eager and happy. They share in all sorts of school jobs—setting tables in the lunch room, putting up menus and names of guests, arranging flowers or their pictures for an exhibit, planning and preparing for school celebrations such as the "June breakfast." No one is hurried or hampered by schedules. Music appears when the mood seems right for it. Science ("We Explore the Universe") grows out of a chance observation of a child or out of almost anything a child brings to school that affords an opportunity for discussion and further exploration. The teachers are sensitive to children's interests and follow up leads that the children give in almost every area of subject matter.

ONE cannot help responding to this way of life, though at times it taxes credibility to find everyone, inside or outside the school, so very, very "good." Also, one wonders if the best stage-set for learning comes from casual and chance opportunities without more of planned program than is indicated. If the impression that one gets—which would have to be checked by a real visit—that at Maury any planning of a program is considered unnecessary, even hampering to the free development of children's own interests and own explorations, I should disagree. We certainly know that we must follow leads that children give us as they live and explore their environment. It is from these leads that a teacher must build a flexible curriculum which affords the opportunity to learn through many direct experiences, and also gives the help that children need to organize and express their experiences. If a curriculum is built around some significant theme (such as "workers in our neighborhood" for young children, or "a way of life in a culture different from ours" for older children), children will make exciting and important discoveries in relationships, and to see relations is to think. This way of learning covers, but does not separate, areas of subject matter—science, history, geography. It is teaching children *and* teaching subject matter. Yet I have heard that "a teacher should teach children, not subject matter" as though the two were antithetical!

This is an example of how easily slogans can misinterpret a profound concept. And of course slogans readily

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

degenerate into cliches. Yet slogans have their uses even in education. Often they help to popularize big and complicated ideas or concepts. Indeed, one can more or less follow the progress of school thinking by the succession of slogans that have appeared from time to time.

Among the first slogans in the new education was "learning by doing," which shortened John Dewey's famous remark, "We learn to do by doing." Few schools have even now absorbed the full significance that lies behind that slogan—that learning is an active, not a passive process. At first "doing" was commonly interpreted as activities designed to develop children's use of their bodies. An "activity program" often meant merely letting children make something—a painting, an apron, a model of a farmhouse—activities that many teachers regarded as interludes in their real job of "training children's minds" by drill in the three R's and memorizing the prescribed subject matter. "The whole child"—the slogan that interpreted the concept that a child responds to an experience as an organic whole, not with separate parts, such as body, mind, and emotions—helped to extend the concept that learning is an active process into other than physical experiences. Thinking and feeling became "activities" through which learning takes place.

OTHER slogans that followed had somewhat similar history. For instance, "let children express themselves" was often translated into "let children do anything they feel like," which produced chaos in many classrooms and homes. Many of the later concepts that concern "mental health" and the significance of a child's early life experiences in his development as an adjusted adult, are now developing into slogans. A phrase taken from Dr. Barbara Biber, a staff member of the Bank Street College of Education, seems to me to express pithily a good deal of what the new education is groping for. She spoke of "learning by being." In its literal interpretation, this phrase suggests an extension of Dewey's phrase into intangible human relationships: we learn to be a friend by being friendly; we learn democracy by being democratic; we learn cooperation by being cooperative,—also we learn competitiveness by being competitive.

I read also into this phrase the concept of identification which young children achieve so fully and easily through dramatic play, in which they play back their significant experiences by acting out fantasy roles. They learn by being an engine or an engineer or a mother or a tiny baby or a milkman or almost any animal. Older children learn through identification with heroes, whether real people they know personally or meet in books. They learn by being a miner, an explorer, a cowboy or Lincoln, Columbus, Bolivar or Marie Curie. Of course, they also learn by being a gangster if their environment makes a hero of a gangster, whether the environment is a real street gang or the vicarious but powerful movie.

"Learning by being" is perhaps too subtle to become a popular slogan. But for myself, I find it expresses more nearly than any other phrase I know, the core of the new education.

—From "All the Children."

Transportation problem—"learning is an active, not a passive process."

Toward Integration

***"It Takes Time," by Marie I. Rasey** (Harper, 204 pp. $3) is at once an autobiography of a teacher and a history of the teaching profession. Here it is reviewed by Ruth Streitz, professor of education at the Ohio State University.*

By Ruth Streitz

RESEARCH and experimentation over the past fifty years have supplied ample evidence that the learning experiences and the integration of the human organism are inseparable and continuous, from infancy until death. The findings of biology, psychology, and psychiatry applied to education have long been available to the serious student; but it takes a person like Professor Marie I. Rasey to simplify and clarify significant concepts so that the average reader is able to see "much in little." In her autobiographical book, "It Takes Time," the reader will find the story of a life, a life beginning with the gropings of childhood and extending to fulfilled professional maturity. Such a life, accompanied by changes in educational philosophy and practice, gives hope to every teacher who is searching for better ways to help children grow and develop. For besides the story and the history of a person, Marie Rasey is telling the story and the history of the teaching profession. The two cannot be separated because a person teaches as he is—as he has come to be. Today the profession of education, somewhat belatedly and sometimes grudgingly, recognizes the value of an integrated personality as an asset in the guidance of boys and girls.

The material which Marie Rasey has chosen to present in semi-biographical and semi-anecdotal form is indeed a human document of struggle towards the goal of attaining the "real self, that central inner force common to all human beings and yet unique to each, which is the deep source of growth. . . ." Woven into this psychological and philosophical account are the "stories," which are in themselves delightful, and which reveal to every reader the experiences of his own life. The book is filled with humor and pathos. One can share so easily her picture of the eager little child embarking upon school life for the first time. For have not all children so dreamed of the wonders to be found in the classroom? One can see her adolescent

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

child published because of some mischief, but discovering nevertheless that even in accepting the punishment there were ways to elude the adult and develop some worthwhile techniques of study.

One of the most significant and insightful passages is the description of Marie in high school, helping her fellow students with their translations of German poetry. The teacher asked, "Where did you get all those words? I know they're not all there." "Between the lines, where the extra words always are," replied Marie. "You read those with your heart, and not with your head." Reading with the heart is what every good teacher must do and what every good teacher has done since the beginning of time. It is through these small glimpses that one discovers why such a story needs to be told again and again.

PROFESSOR Rasey acknowledges her debt to the leaders in the realm of psychoanalysis and draws heavily upon them for interpretation and understanding. No doubt as a student in this field she has been able to replenish her already copious supply of wisdom and to feel added security in her work with students of all ages. But the fact remains that a less thoughtful, a less studious person would not have been able to interpret the deep and fundamental concepts of psychoanalytical import which abound in this brief book nor have been able to describe them with such simplicity and sincerity that teachers of children everywhere will be able to develop from them deeper and more meaningful insights into the whole teaching process.

In conclusion, Professor Rasey offers this stirring challenge to teachers: "Any good piece of teaching will make the learner more adequate, more courageous, more cooperative, and more understanding of himself and other people. . . . I believe that man can change and keep on changing as long as he lives. And this belief has grown with deeper understandings."

SOLUTION OF LAST WEEK'S
KINGSLEY DOUBLE-CROSTIC (No. 1015)

MARIO SPERACIO:
CITY CHILDREN

There is no scene more pleasant
  anywhere—
No blither tribute to the ardent
  weather,
Than city hydrants pouring streams
  of fun,
And happy children bathing there
  together,
Inspired by the amber of the sun.

NEW EDITIONS

The Bard Resplendent

WHEN, from 1929 to 1933, the Nonesuch Press "Shakespeare" was published in a seven-volume edition limited to 1,600 copies, at a price of more than $200, the few who could afford to buy it gloated over their purchase, while the many who could not afford to buy it felt envy gnawing at their entrails. Now we have a new Nonesuch "Shakespeare" (Random House, $35), a Coronation Edition in four volumes dedicated to Her Majesty Queen Elizabeth II. Designed by Sir Francis Meynell, bound in quarter-buckram and marbled cloth, printed in Goudy Modern on India paper and japon vellum, these volumes are a delight to hand and eye. Once again Sir Francis has met with complete success the challenge of a difficult problem of design.

And once again the Herbert Farjeon text—in the main a *litteratim* reprint of the First Folio, with variant Quarto readings and modern emendations marginally presented, with six Quartos that defied collation printed in full, and with three doubtful plays thrown in for good measure—proves itself as fine a reading text as anyone could possibly desire. The marginal matter, thanks to Sir Francis' art, rides lightly on the edges of the typographical stream; and it can be consulted or ignored at will. Ivor Brown's introduction is all that is requisite in its place. The headpieces, cut in wood by Reynolds Stone, are modestly charming. In short, this is a "Shakespeare" to love, cherish—and obey, whenever the sight of it calls one to its pages.

Shakespeare's "Richard III" marks a transitional stage in the development of his genius; dramatically, it is but the final part of a tetralogy of which the three parts of "Henry VI" form the other portions. But it stands proudly alone in the beautiful edition of "The Tragedy of Richard the Third" ($30, but limited to 180 copies) which has recently been made by the Grabhorn Press of San Francisco.

More compact than the Grabhorn "Macbeth," recently described here, its quarto page still gives an impression of pleasing amplitude, and carries its graceful French Lettre Batarde type-column of twenty-nine lines with ease and elegance. The title-page, with its decorous typographic design and glowing colored woodcuts, is to my eye a little masterpiece. And the promise of this initial woodcut by Mary Grabhorn is brilliantly fulfilled by the five woodcuts that follow. Using the stained-glass-window-colors that have served Rouault so well—but with a subtlety unknown to him—Miss Grabhorn has expressed and illustrated the very spirit of the drama.

A limp vellum binding, with ties, completes and contains a book that is a model of concinnity. A few libraries—alas! too few—will be greatly enriched by the Grabhorn "Richard III."

THE London Folio Society's "As You Like It" (Philip Duschenes, $3.75), contains an introduction by Peter Brook, the successful young English director, and designs in color for décor and costumes—originally made for a Roman production of the play—by Salvador Dali. Mr. Brook's remarks on staging Shakespeare are both enlightened and practical. Dali's designs are, of course, strikingly original; but they are also calculated to augment what Mr. Brook calls the "gay youthful enchantment" of Shakespeare's most light-hearted comedy.

"Five Stuart Tragedies" (Oxford, World's Classics, $2), edited by A. K. McIlwraith, contains three eminent anthological favorites—"The Maid's Tragedy," "The Duchess of Malfi," "'Tis Pity She's a Whore"—and two plays less frequently reprinted, but well worth reading at any time, Chapman's "Bussy D'Ambois" and Massinger's "The Roman Actor." It also contains an introductory error. Tamyra, in "Bussy D'Ambois," is not tortured "to betray her lover," but to betray the name of the pandar who brought her lover to her.

A new edition of Emerson's essays? You have your choice of two—"The Essays of Ralph Waldo Emerson" (Heritage Press, $5), introduced by Edward F. O'Day, and "Essays by Ralph Waldo Emerson" (Crowell, $2), with an introduction by Irwin Edman. Mr. O'Day is right when he suggests that these essays are "fuller of sweet sounds than of profounder virtues." Professor Edman is right when he says that Emerson was "the writer of a prose which has, without any of the more patent devices of verse, the magical effect of poetry."

—BEN RAY REDMAN.

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

A Wine of the Gods

Charles A. Lindbergh's "The Spirit of St. Louis" *(Charles Scribner's Sons. 562 pp. $5) is the pioneering aviator's own account of his youth as a barnstorming pilot and his historic solo flight across the Atlantic in 1927. Here it is reviewed by Ernest K. Gann, himself a pilot, who has written a number of memorable novels about aviation, including "Island in the Sky" and "The High and the Mighty."*

By Ernest K. Gann

CHARLES A. LINDBERGH has always been an enigma to his fellow-countrymen. His utterly fascinating new book, "The Spirit of St. Louis," reveals the man Lindbergh as no other document has ever done before. It is an astounding accomplishment and a complete refutation of the rather prevalent theory that Lindbergh was simply a country bumpkin pilot cast by fate into a role he was totally incapable of handling. For the aura of greatness soaks the pages of Lindbergh's book, from his first recollections of early barnstorming to the moment the wheels of his beloved ship touch the earth at Le Bourget.

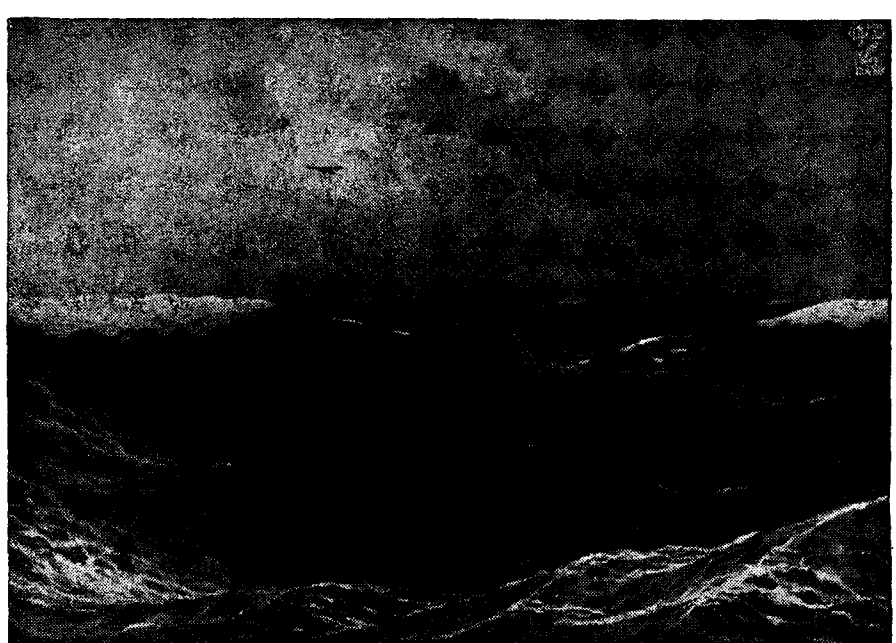
> Science, freedom, beauty, adventure: What more could you ask of life? Aviation combined all the elements I loved . . . I began to feel that I lived on a higher plane than the skeptics of the ground; one that was richer because of its very association with the element of danger they dreaded, because it was freer of the earth to which they were bound. In flying, I tasted a wine of the gods of which they could know nothing . . . I decided that if I could fly for ten years before I was killed in a crash, it would be a worthwhile trade for an ordinary lifetime.

So writes the man who bailed out of airplanes *eighteen* times in the course of his charmed career, and in so doing survived to write this extraordinary book.

Tense and absorbing as his description of the historic Paris flight may be, Lindbergh's pleasantly cavalier review of his early barnstorming days and air-mail activities almost overshadows the many pages devoted to the historic flight itself. The early birds, the helmet-and-goggles pilots who cut a lonely pathway across the skies before aviation reached the station of semi-respectability in the Thirties, were a race apart. Lindbergh, an exhibition parachute jumper, a stunt pilot, an enthusiastic winged pitchman, was certainly one of that nerveless, swashbuckling fraternity. And yet he was not; for it is apparent from his first confessions that he chose to remain always slightly remote. The names of many comrades are mentioned during this era, a few of them with obvious affection, but there is never any indication that Lindbergh gave of himself sufficiently to make any lifelong pals. As in the execution of his Paris flight, it would seem that he always chose to go it alone. Yet it is easy to believe that he was never lonely. He always had his dedication as a companion, a not unusual combination in great men, and if at times his spirit becomes unavoidably aloof and calculating, then it is at the same time inspiring to those who find it imperative to seek protection and comfort in close human relations.

Lindbergh's unswerving dedication forms the most imposing bulwark of his book. It becomes a part of him from the day of his first flight, and remains with him throughout his air-[illegible] his Paris flight. Lindbergh never becomes disillusioned with his love, and this is a love story if there ever was one—he never becomes embittered when a companion is killed, never finds it necessary to find solace in the bottle as so many early pilots found it easier to do. Lindbergh loved aviation in every one of its manifestations. He never doubted it, he never betrayed it, and even writing today it is plain that aviation remains his steadfast love.

THOSE of us who regularly flew the North Atlantic during the war thought frequently about a man named Charles A. Lindbergh. Not long prior to our flights he was in trouble politically. He had said a great many unpopular things. He obliged some rather dubious associations with his name and said, among other things, that the Germans had a fine air force and we would do well to admit the fact. Lindbergh, then, was as much a man of his convictions as he had been in his early days. He refused to recognize the proffered courses of Dale Carnegie. And so in time he literally drummed himself a court-martial in the newspapers. But his public statements were not what we thought about during those sometimes almost endless nights over the North Atlantic. We thought about Lindbergh the man and Lindbergh the pilot. We thought about the kind of nerve it took to start across this black ocean in a single-engined airplane of relatively antique manufacture—alone. And even the worst accusations could not knock pilot Lindbergh very far off his pedestal. Strangely enough, his



—*Endpapers from "The Spirit of St. Louis."*

"The Epic of the Air," by Burnelle Poole—"a love story if there ever was one."

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

philosophy and ours, as professional pilots, did not vary, although a considerable span of years intervened.

> I'm not bound to be in aviation at all. I'm here only because I love the sky and flying more than anything else on earth. Of course there's danger; but a certain amount of danger is essential to the quality of life. I don't believe in taking foolish chances; but nothing can be accomplished without taking any chance at all.

"The Spirit of St. Louis" is a magnificent book and goes far beyond the recent condensation which was published serially in the *Saturday Evening Post*. It is a historic document, revealing not only a fascinating individual, but a nation in the throes of whelping an industry which would one day become a prime source of its power. "The Spirit of St. Louis" automatically becomes a must for every aviation aficionado, but the story that it tells and the beautiful, almost eerie, quality of the writing should guarantee it a place in the heart of anyone. It will be a pity if Lindbergh stops here—with the end of his Paris flight. The turbulent years which followed thereafter could make an equally intriguing record if he chose to reveal himself only a little more. In "The Spirit of St. Louis," he has inadvertantly proved himself a great man if ever any proof were really needed, and left us with the distinct impression that he would have been a great man if he had never made the flight to Paris.

I wish that I knew Charles Augustus Lindbergh.

Your Literary I.Q.

Conducted by John T. Winterich

SEE OTHER SIDE

Many American writers, as expatriates, tourists, diplomats, and in various other capacities, have derived profit and inspiration from residence or travel in Europe. Nan Carpenter of Missoula, Montana, suggests that identification of seven of the following ten exemplars will be fairly easy, eight more difficult, and nine or particularly ten cause for intense gratification. Answers on page 65.

1. As minister to Spain this native New Yorker, already famous for his championship of Americana, found ample opportunity for research into Moorish history and legend which was reflected in much of his later work.
2. Spending most of his adult life in England and eventually becoming a British subject, this famous brother of a famous brother often portrayed Americans in his novels against a backdrop of fashionable European society.
3. Travel in Europe and meetings with Coleridge, Carlyle, and Wordsworth were important in shaping the transcendental philosophy of one of Harvard's most famous sons, New England clergyman, Platonist, and eloquent apologist for individual freedom.
4. Favorite pupil of William James and leading American expatriate in Paris for many years, this Montparnasse hostess developed an original style highly influential upon her coterie of young writers in the 1920's.
5. Famed for his romances of the frontier and the sea, the "American Scott" was so stimulated by a stay in Europe that he wrote three novels on European themes and filled his later works with such sharp criticism of "Americanism" that he became involved in many lawsuits.
6. Born in Idaho but preferring to live abroad, chiefly in Italy, until brought home for trial and confinement, this authority on Lope de Vega and founder of the Imagist School drew upon the language and literature of many countries.
7. Experiences in France as an ambulance driver in the First World War, and among surrealist painters and avant-garde poets after the war, are part of the background of this one-time "playboy of the Waste Land," now witty undead nonlecturer at Harvard (no uncomic nonbooks) whose individuality is underlined by his special system of punctuation, capitalization, topography.
8. Most conspicuous member of the "lost generation" in Paris after the First World War, this native of Oak Park, Illinois, newspaper correspondent, and aficionado of the bull-ring drew upon his experiences in the Italian army, the Spanish Civil War, the Near East, and Africa for many novels.
9. As consul at Venice (in reward for a campaign biography of Lincoln), this former Ohio printer, later incumbent of the Editor's Chair of *Harper's*, was much influenced by Goldoni in changing his taste and ambition from romanticism to "reticent realism."
10. American-born British citizen, monarchist, convert to Anglo-Catholicism, banker, publisher, poet and critic ("objective correlative"), the literary dictator of the Anglo-Saxon world found in "the gloomy hills of London" his ideal spiritual and literary milieu.

Aviation's Story

"Ceiling Unlimited," by Lloyd W. Morris and Kendall Smith *(Macmillan. 417 pp. $6.50), is a popular history of American aviation from Kitty Hawk to supersonics. Marvin W. McFarland, our reviewer, is a member of the staff of the aeronautics section of the Library of Congress.*

By Marvin W. McFarland

THOUGH the invention of the airplane marked not merely the realization of an age-old aspiration of mankind but also one of the great pivotal events of history, aviation has evoked no equivalent response in any category of literature. The libraries of the world might be searched in vain for any work on the subject—poem, play, novel, history, or scientific treatise—of that high excellence, generous appeal, and enduring importance associated with the term "classic." Whatever the significance of this fact, it seems as regrettable as it is strange, for no one today doubts that the profoundest possible understanding of the subject is a necessity in an age in which the combination of air power with atomic power makes the destruction of civilization a very present danger.

Readers of "Ceiling Unlimited," by Lloyd Morris and Kendall Smith, should find it a vigorous step toward filling a need that has long existed in one corner of the field, for until its appearance there was nothing that came near being a satisfactory one-volume history of American aviation. Though it makes no pretense at definitiveness, it is necessarily a rather ambitious undertaking; but it lacks what all first-rate historical writing should have—a thesis or at least a discernible point of view.

A brief introduction or endorsement by General "Jim" Doolittle ties its publication to the observance of the Fiftieth Anniversary of Powered Flight, of the national committee for which Doolittle is chairman, and the book will no doubt find its widest immediate audience among the ranks of the aircraft manufacturing and air transportation industries. This does not imply that "Ceiling Unlimited" (one regrets the trivial title) is the usual sort of compendium gotten up for an occasion. On the contrary, it is in many ways an exceptional performance, and one suspects that it will be around long after the anniversary enthusiasm has faded. The compilers, Morris and Smith, have compassed their task with directness and com-

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

pac.ness and have blended a high degree of accuracy with an ingratiating style. The big problems of the short history—selection, condensation, and synthesis—have been recognized and generally met with intelligence and professional skill, though there is a perceptible thinning of the mixture as the book progresses. Sometimes in striving to avoid superficiality the authors have attempted to elucidate matters beyond their knowledge or the scope of their sources (*e.g.*, the attitude of Generals Arnold and Spaatz in World War II on the problem of long-range fighter escort). Even so, given the complexity and somewhat technical nature of the whole subject, it required adroitness and no little ingenuity to assemble in the space available so much accurate, readable, and useful information.

THE plan is a good one. By devoting two of the five parts (126 pages) to the work of Wilbur and Orville Wright and their relations with their contemporaries, the incongruity of placing undue emphasis on the "incredible advances" of more recent years—a trap into which less alert writers would surely have tumbled—has been avoided. (What advance could be more incredible than the actual solution of the flying problem that had baffled men for centuries?) Also, recurrent allusion to the Wrights gives the book unity and obliges the reader to exercise a sense of proportion. Part Three is concerned with World War I, the Billy Mitchell affair, and the great debate sparked by Mitchell over the role of air power and the place of aviation in the defense establishment. Part Four (which is the least good because its sources are the weakest) chronicles the rise of the aircraft industry and commercial air transport against a backdrop of feats of distance, daring, and endurance performed under hazardous conditions by a few dedicated fliers, ill-supported by skeptical Congresses and faced by public apathy. The last section touches the air highlights of World War II and, signaling the advent of jet propulsion, guided missiles, and atomic weapons, brings the story down through the unification of the armed services and the Korean War. (Sixty-four pages of half tones, distributed in five galleries, one after each part, form a representative but not a distinguished collection.)

How does all this stand up? From almost any viewpoint the Wright chapters are the best in the book, and this is largely because the writers of "Ceiling Unlimited" in these parts availed themselves of an unusually

(*Continued on page 69*)

FICTION

Britain Under the Roman Heel

***"The Dark Island," by Henry Treece** (Random House. 312 pp. $3) is a story of Britain during its conquest by the forces of the Roman emperor Claudius in the first century.*

By Edmund Fuller

HENRY TREECE sets as a text for his interesting new novel, "The Dark Island," a few paragraphs, presumably authentic, by one Arminius Agricola, Roman ambassador to Camulodunum (Colchester) A.D. 25—A.D. 30. From this source he derives his title: "Britain is a dark island of mists and woods. It lies farther north than any other known land, so that the sun is seldom seen there. The people of this island are brave in battle but fearful of their gods and priests."

The great Julius had done little more than make forays into Britain. It remained for the Emperor Claudius, the stammerer, to launch the actual campaign of conquest, to compensate the disabilities which had brought him a lifetime of mockery, and to earn for himself the title Britannicus. That conquest is central to the large canvas Mr. Treece paints. Prominent among the foreground figures, somewhat unfamiliar to us in their authentic Celtic habiliments, are two famous kings of the Belgic Catuvellauni, Cunobelin, whom we know better as Cymbeline, and his son, Caradoc, more commonly Latinized as Caractacus or Caratacus.

The hero in Mr. Treece's story is neither of these two monarchs, but is one Gwyndoc, a chief's son of the Cantii, the intimate friend of Caradoc, pledged in fealty to the young king, his boyhood companion. Gwyndoc weds Ygerne, whom Caradoc would have been glad to have for his own. It is not this circumstance that creates a tragic breach between the two men, permanently wounding the spirits of both. That remained for the humiliations and hardships of defeat at Roman hands, and for the relentless, malicious intriguing of the king's cousins, Morag and Beddyr.

It is the brooding, surly Morag who finally precipitates the violent denouement of the story. He has much in common with two other figures of mythical tradition, Mordred, of the Arthurian legend, and Hagen, of the Siegfried saga. At the same time, there is a touch of Siegfried about the blond, brave, and misled Gwyndoc, tormented by perplexed questions of loyalty.

The novel is fascinating for its superb reconstruction of the life of this ancient Britain. The barbarism and cruelty of these primitive peoples are appalling. The savagery of the Druid rites, the totemism, the magic of the mysterious Rhoddu, a precursor of Merlin, lend dark color tones to the picture. The military accounts are notable, particularly the great battle in which Caradoc is defeated by the exotic secret weapon—elephants. Mr. Treece has a sympathy for his Celtic heroes, but it is clear nonetheless that the net effect of the Roman impact upon Britain, historically, is a civilizing one.

Mr. Treece's touch is least sure in some aspects of his dialogue and characterization. I am bothered occasionally by the thought- and word-patterns with which he endows his Celts. Once in a while, too, he is disconcerting in the method of his employment and acceptance of magic, although I am on his side in general, so far as the elements of the mystic and the inscrutable are concerned.

These reservations melt before his genuine accomplishment. I know of no comparable picture of ancient Britain. Though not consistently as well written, it is a novel of scholarly qualities to place beside Laurence Duggan's "The Little Emperors," which opens the door of Britain some 300 years later, in the latter chapters of the relationship of Rome to the dark island.

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

Postwar Flotsam and Jetsam

Martha Gellhorn's "The Honeyed Peace" *(Doubleday. 253 pp. $3.50) is a collection of short stories about persons "simply of no value," men and women indigenous to contemporary Europe with whom the author became acquainted as a correspondent.*

By William Peden

THE characters of Martha Gellhorn's short stories, collected in a volume called "The Honeyed Peace," seek contentment in various ways. Uprooted by war and its aftermath, some of them pursue the honeyed peace of a reason-for-being as a professional hunter stalks his quarry. Others approach it circuitously. Still others flee from it. The end result, however, is the same. Discontent ebbs and floods like tidewater through the lives of these expatriates whose stories constitute no additional page to the literature of the decay of moral values in an increasingly materialistic society. Because Miss Gellhorn is an expert reporter (she has seen war, and its effects, in Spain, China, and Europe), and a better than tolerable storyteller, the reader is temporarily interested in her characters' cannibalistic efforts to obtain some sort of happiness. He is seldom, however, moved or edified. Most of Miss Gellhorn's people, to quote from one of her stories, are "simply of no value" whatever.

The protagonist of "Exile"—all of Miss Gellhorn's characters are exiles of one kind or another—is typical. Heinrich, a middle-aged intellectual who has studied aimlessly for years, leaves his native Germany because the Nazis have been "disgusting about Heine." He attaches himself like a barnacle to relatives in Kansas City. After sapping what little energy this unlovable and unloving ménage possesses, he wanders back into the dark from which he had emerged. "I am an exile," he comments before making his final exit, "I am a man who belongs nowhere, and I have grown old without noticing it, but now it is too late." Heinrich, it is obvious, possesses some admirable qualities. But he is also a physical and moral weakling, and a refugee from duty as well as from tyranny. His plight would be tragic if Heinrich were not such a parasite; it would be comic if he were not also a man—or a half-man—of good will.

Such an individual is the protagonist of almost all of Miss Gellhorn's stories. He is the best-selling novelist, his life centered around his own worthless novels, whose collapse is depicted in "A Psychiatrist of One's Own." He is the charming woman of "The Honeyed Peace" who wore silks and furs while others struggled and endured, whose destiny is determined by that of her ignoble collaborationist of a husband. He is the leechlike heroine of the short novel "Venus Ascendant," whose pursuit of love in the form of a third-rate diplomat becomes a kind of sickening and fascinating peristalsis. All of these characters are moral cannibals. Yet they are at times admirable as well as revolting and detestable. With the exception of occasional minor characters like the magnificent Poles of "Week End at Grimsby" and "Le Voyage Forme la Jeunesse," Miss Gellhorn has peopled her moral no-man's land with individuals who are, to repeat, "simply of no value." It is difficult to remain concerned for any length of time with their melancholy wanderings between a past which was better, a now which is not good, and a future which is unthinkable.

Sans Love, Conviction

"The Colors of the Day," by Romain Gary *(translated by Stephen Becker. Simon & Schuster. 310 pp. $3.50), pictures a group of frustrated intellectuals fumbling through their destinies on the French Riviera.*

By Laurent LeSage

SHALL we get into carnival costumes and jump over a cliff? Or cultivate cactuses and abstract art? Or tear ourselves away from simple joys and the woman we love to go get ourselves shot fighting for the rights of man? These are about the only courses open to us in the world today. Or so it would seem to the disillusioned intellectuals, the "lyrical clowns" of Romain Gary's latest novel, "The Colors of the Day," whose adventures can be reduced to hypothetical choices in the face of the contemporary dilemma. Two movie stars from Hollywood, a veteran flyer and soldier of fortune, his buddy who has never missed a mass meeting, an American professor who cultivates Communism and the exquisite life—these and a pair of highly conventionalized thugs play out, against the theatrical background of Nice in the spring, the courses suggested by the author's bitter fancy.

Love frustration shares responsibility with the world situation for having addled the wits of these people. The Surrealists prophesied that during this "cursed century a great lyrical cry of love would be heard, thereby inaugurating a cult of woman so profoundly carnal and mystic that it would dim forever the star of the troubadours." Romain Gary conducts a mighty chorus of voices in hymns to the one-and-only love and in laments of disappointment and despair. The professor has not reconciled himself to life since his wife ran off with a bullfighter; the flyer and the movie queen, who have found in each other the soul-mate they had sought all their lives, enjoy brief ecstasy and separate forever. Her husband commits suicide because of unrequited love, and similar frustration has turned the other characters into grotesques. Lives without love, lives without conviction in their dedication, a sorry lot given to endless musings on man's sad predicament, as befuddled as they are befuddling. One is tempted to say to Mr. Gary, war ace, popular novelist, and promising diplomat, "Come, come, life can't be that bad!"

The young French writers still

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

seem to try to outdo one another in gloom and violence. But the cry of the latest sacrificed generation has for some time been less heartrending. The *roman noir* has become a convention, and the *Weltschmerz* hero a *poseur*. The present book suffers from an excess of everything: over three hundred pages of paroxysm, hysteria, debauchery, and metaphysical woolgathering.

Although we deplore the exaggerated effects and "bull-session" philosophizing of the new authors, we must admire the fearlessness with which they plunge right in the middle of the world's conflicts and eternal problems. Gary's three previous novels have been frescoes of the postwar world, depicting Polish partisans, orphans of the ghetto, black-market peddlers, and the like. He does not dodge the challenge such a world makes. All Gary's books tackle the fundamental questions that torment our young writers today. For his vigorous eloquence Romain Gary is one of the most interesting among them.

FRASER YOUNG'S LITERARY CRYPT NO. 534

A cryptogram is writing in cipher. Every letter is part of a code that remains constant throughout the puzzle. Answer No. 534 will be found in the next issue.

TIHFI LICPGBAU RDMWDU

NDCETIAUW: — "TAGPFIFK

NFKEGW, TAGPFIFK, MHG

NFKEGDQFIERPF TILK!"

QFHCMTPW, "ODLPU

HUBPKPO TPGGPFW AU

DUP WRDFG CPWWIQP."

WDFFK, TIHFI!

Answer to Literary Crypt No. 533

Make no expense but to do good to others or yourself; i.e., waste nothing.

—Benjamin Franklin.

In Love with Venice

"The Desire and Pursuit of the Whole," by Frederick Rolfe, Baron Corvo *(New Directions, 299 pp. $4, is a new edition of a much talked about but long suppressed novel about a gifted eccentric in love in Venice.*

By Robert Halsband

THE republication early this year of "Hadrian the Seventh" showed the unusual gifts of Frederick Rolfe, the English eccentric who preferred to be known as Baron Corvo. His last novel, the product of his lurid twilight years in Venice, was so libelous it could not be published for some years after his death. Its title, "The Desire and Pursuit of the Whole," is supposed to mean love (from a quotation in Plato); but its desire and pursuit add up to something quite different.

It has a double theme. Like Hadrian, the hero is Rolfe disguised and idealized. He is named Nicholas Crabbe, a writer, living a clean, sturdy life on a boat. When we first meet him we are told that the world has completely denied him simplicity, friendship, and love. Thus the paranoiac lens is immediately put into the camera so that we view the incessant persecution he suffers. As Hadrian the hero ascended from a mean existence to soar into the empyrean of a grandiose daydream; as Crabbe he crawls down through a long, petty, niggling nightmare. His revenge is a stream of caricature, bombast, slapstick, sarcasm, malicious though often clever. Especially tiresome are the exchanges of letters giving both sides of his correspondence with all the agents, editors, solicitors, collaborators, enemy-friends who wrong him.

Along with this theme we have a rosy and cozy romantic love story. Hadrian had pursued only his pure ambition spanning the spiritual and temporal; Crabbe pursues the half who through love will make him whole. Invented for this purpose, a strange boy-girl appears out of an earthquake to be rescued by him. Zilda is seventeen, the daughter of a gondoliere descended from the doges; she is "a boy by intention but a girl by default." (Crabbe frankly confesses his misogyny in two scarifying passages.) Compared to the Albertine whom Proust created in a perversely consistent pattern, Crabbe's other half is an unbelievable compromise.

The resolution of these two major themes finds Rolfe at his weakest and strongest. The love story dissolves into the sheerest saccharinity, needing only tremolo on the sound track to complete the disillusion. But just before that happens, the proud, untamed Crabbe has reached the nadir of misery as he wanders through the streets and alleys and into the churches of Venice, delirious with starvation and cold. It is magnificently bitter and pathetic; and for the first, and only, time we feel some compassion for the lonely, tattered figure. It is a very moving episode.

Baron Corvo—"unusual gifts."

THE novel has other aspects. As a *roman à clef*—however much its victims squirmed—its impact is today trivial. But as a topographical novel—its subtitle is "A Romance of Modern Venice"—it will appeal to those who know Venice by sight or reputation. Not only the canals, palazzos, and the churches (with their elaborate pageantry), but the back streets and their houses, and the Adriatic air and sky. For as a lover Rolfe had in truth succumbed to it. And since as a writer he was a consummate virtuoso he did that love full justice. He wielded (in his own phrase) the "pen of a clean keen angel." When he did not waste his angelic pen on monotonous invective he could do wonderful things with it, depict a boat interior with the glowing exactness of Vermeer or a sunset with the gorgeous palette of Turner.

In the introductions to this edition A. J. A. Symons gives the factual background; and W. H. Auden in his brief interpretation digs into the novel with startling perception and wit. The

(Continued on page 71)

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

A High Priestess of Art

"Willa Cather," by Elizabeth Shepley Sergeant (J. B. Lippincott. 288 pp. $3.50) is a biography and record of a friendship. Our reviewer is professor of English at Boston University.

By Edward Wagenknecht

THERE has been no dearth of Willa Cather criticism and biography, but Elizabeth Shepley Sergeant's "Willa Cather: A Memoir" duplicates no other work. For though her book is organized chronologically and includes a conscientious evaluation of all Miss Cather's novels, its real value lies in its fresh record of a close friendship which began in 1910 when the author sold an article to the buoyant, vital, friendly young managing editor of *McClure's* and continued until the death, in 1947, of the world-famous novelist and high priestess of art. Only Edith Lewis's lambent narrative has been written out of more intimate knowledge. And Miss Lewis's record is much less detailed.

And this is the way to see Willa Cather! She had a magnificent gift for exclusion, and she applied it ruthlessly to men and to things. With no taste for small talk, she judged instantaneously—and rejected, too.

There was nothing judicial about her responses to people: if you were not one of hers, she would not pretend you were. "Willa could interpose a marble-hard wall between herself and whomever or whatever she wanted to ignore." Even friendship involved no sharing of *difference,* no enjoyment of it at any rate. But "what she did see she had selected instinctively and made so her own that her impulsive sharing of it gave it a sort of halo of brightness."

That was the secret of her art and her devotions alike, and the two were one, for, as Miss Sergeant acutely points out, all her "classic" pages have to do "with the creating of a deep relationship through a gift of love."

It is not unnatural, then, that though she makes no suppression of the more difficult side of Miss Cather's character in later years, Miss Sergeant should have shown her as a more normal woman than she seems in some of the other books. "Willa had more natural affinity for *la vie de famille* than for *la vie de bohème.*" When her mother was ill she went back to Nebraska and took over the cooking for a family of eight. If she had not been an artist, she might have found fulfilment as Antonia finds it. Miss Sergeant sees her deliberately renouncing love, to do this thing that she must do, and making the choice in the full consciousness of what it must cost her. Did she not insist in "The Song of the Lark" that even that most glamorous of artists, the opera singer, must do that? The interesting part of Thea Kronborg's life was on the stage, and this drained everything else dry. And a year or so ago even so "colorful" a diva as Mary Garden said exactly the same thing in her autobiography.

Miss Sergeant thinks the price was high. "Can a free female creature be shut up only for and with her work, without a serious spiritual penalty?" She is worried over Willa Cather's final estrangement from the life of her time. She had no car, no radio, no cocktails, no clubs, no reforms. She believed neither in Wilson nor in FDR, in the League of Nations nor the New Deal. She disliked sociological fiction and *vers libre.* Neither Freud nor T. S. Eliot nor Gertrude Stein nor Eugene O'Neill had anything to say to her. I don't think Miss Sergeant quite gets to the bottom of the mystery, and I hope she will forgive me if I say that I can't even feel that on this point she is a good judge. Suppose Willa Cather was "prejudiced" on all these subjects. Miss Sergeant, all for the Brave New World, was prejudiced quite as much in the other direction. Why were her prejudices better simply because they happened to be more in fashion?

DOES a major writer, then, have to be in harmony with the mood of her time? I do not see why. Miss Sergeant herself states my case when she writes, "Willa never lost her own sense of the spiritual poles, or allowed her major characters to do so."

She did, however, make two mistakes, neither of which increased her happiness at the end. She attached too much importance to the things and people she disliked, and she exaggerated in her own mind the change between the Old World and the New. "Our present is ruined—but we had a beautiful past." She said it so often that she quite believed it. Yet in her heart she must have known that her kind of people still exist, that her values are cherished. The sale of her books alone should have shown her that. Even in the theatre, sad as it is, we can still produce greatness. Our present is not ruined—not unless we ruin it. Willa Cather's novels were always prime influences toward keeping it sane and whole.

Fruit of Silence

By Laura Benét

WHAT golden good when poetry will come
To bear you to a world less burdensome!
Even in doubt to feel the captured stream
Steals freshly onward laden with your dream,
That folk in legend, shadowy figures deign
Clothed in a brighter guise—to breathe again,
Where trees grow taller, stricken woodland green,
Lost travelers are found in the unseen,
Old comrades wander deep in bushy groves
Exulting in contentment and their loves.
All these are yours if Silence wills to hover.
Be warned, my friend, art is a jealous lover.
So look on sorrow in simplicity,
Go not too far from the enfolding sea,
Hear talking oaks outside your portico
And trace a presence in the ghostly snow.

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

England in a Lifetime Remote

"Period Piece," by Gwen Raverat *(W. W. Norton. 282 pp. $3.75), is a volume of reminiscences of a childhood in late Victorian England by the granddaughter of Charles Darwin.*

By Amy Loveman

IN "PERIOD PIECE" Gwen Raverat has written a most ingratiating book, a delightful recital of cheerful yesterdays in the right little, tight little England which, though only a lifetime remote, belongs to a vanished era. To be born into the privileged classes in a university town in 1885, as was Mrs. Raverat, was to be launched on an existence which glided along as smoothly as the river which slips through her native town of Cambridge. Granddaughter of Charles Darwin, whose second son married in Erie, Pennsylvania, "a Philadelphia belle of the first water," Gwen Darwin grew up in a family circle that was large, devoted, and intellectual, and where distinction of mind and character was buttressed by substantial incomes and acknowledged social position. "A circular book," she calls her narrative which winds about in informal fashion from her mother's marriage in 1883 to the time when, at last permitted "to stop trying to be a young lady," she struck out for herself, at twenty-two, in London. An intensely personal record, in which reminiscence is alloyed with amused recognition of the quirks and foibles of family and period, it is nostalgic without being sentimental. It makes enchanting leisure-hour reading.

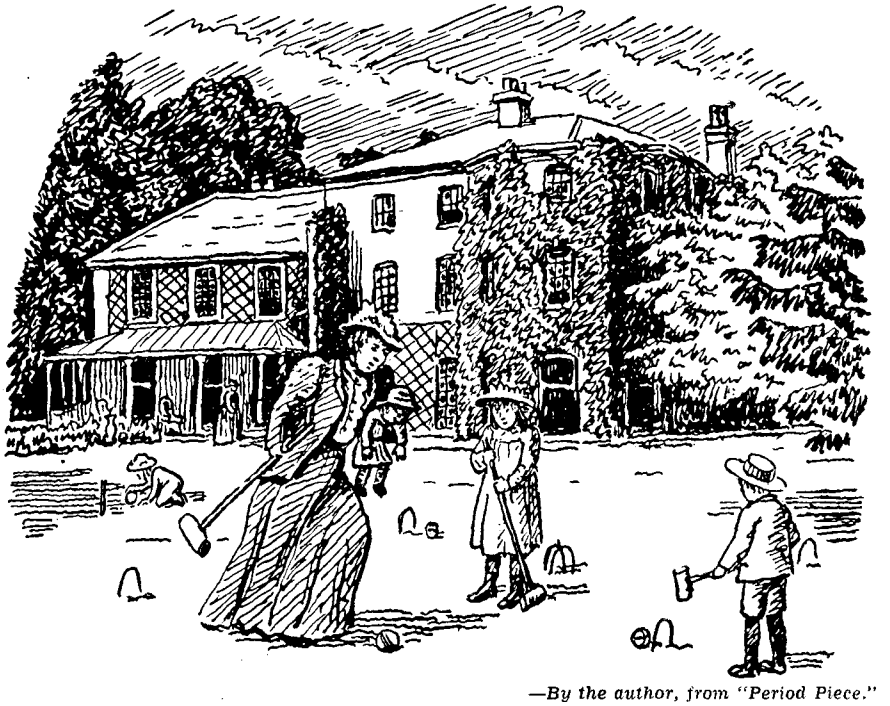
It was in 1883 that Maud Du Puy, who was to become Mrs. George Darwin, went over to England on a visit to an aunt and met her fate. "I am at last at the Utopia of all my fondest dreams," she wrote home, and proceeded to improve the shining hour by a whirl of "tea-parties, dinner-parties, boat-races, lawn-tennis, antique shops, picnics, new bonnets, charming young men, delicious food, and perfect servants." In the end, having refused younger suitors, she married George Darwin, sixteen years her senior, and with him espoused in affection and intimacy his family.

Olympians though they were, the Darwins were an indulgent and affectionate set, who suffered children and their doings gladly, thought dishonesty, cruelty, and cowardliness the cardinal sins, set gentlemanliness above money, believed in politeness to the servants (though doubtless they would have let them sleep in dank rooms), and abhorred vulgarity and any of its manifestations. There were five Darwin brothers, three of them bearded, the other two whiskered: William, "as nearly made of pure gold as anyone on this earth can be"; George (Mrs. Raverat's father), "the most romantic man alive," who loved traveling and always wanted to explore every nook and cranny of the place he was in; Frank, the musician, the writer, the artist, surpassed in charm only by William; Lenny, the most unmilitary of majors, and Horace, delicate, endeared to his nephews and nieces by the fact that he was a bad speller and given in their youth to amusing them by standing on a chair and demonstrating that syrup always fell in a straight line, who ended up, contrary to family expectations, as a highly successful scientific engineer.

THERE were, too, the aunts and greataunts, Darwinian and non-Darwinian, who for all their individual idiosyncrasies were alike in observing the amenities and proprieties, and who sometimes puzzled but were always kind to the young folk. They played tennis in long dresses, never did any manual work, knew the genealogies and love affairs of their acquaintances, and espoused the institution of the chaperon fervently, which, in a town where there were many eligible bachelors, was a matter of no little moment. A queer institution it was which frowned rigidly on what a little later day called twosing parties, but which felt the conventions completely satisfied if a child of six, like Gwen Darwin, lent her presence to them.

The Darwin men were a literal-minded group, sincerely modest and unselfconscious, verging, indeed, their niece says, on the philistine, who believed sincerely in the Christian ethics but not at all in Christian dogma. They were serious and earnest but they could unbend. They went in wholeheartedly for family picnics and anniversaries and dramatics, on which occasions their ladies were charming hostesses and good providers.

It was a pleasant, genial, and serene existence for the elders, this which Gwen Raverat describes, and for the children a very heaven. They played about the home grounds, they rambled the environs, they boated on the river, they studied, but not too hard, they were watched but not overprotected by parents and relatives, and they found wonder and mystery and delight around them. Happy, happy days and a delightfully humorous and loving chronicler to record them. Not the least delectable part of a delectable book are the illustrations by the author, who until now has been known as an artist.



—By the author, from "Period Piece."

". . . note my mother's style of play."

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

Female Fighters

***"The Bold Women," by Helen Beal Woodward** (Farrar, Straus & Young. 374 pp. $3.75), is a collection of sketches of the mid-nineteenth-century American females who won for their sex rights of freedom in love, dress, and politics. Here it is reviewed by Richardson Wright, author of a number of volumes on American social history.*

By Richardson Wright

IF YOU would know whence sprang some of the movements pulsating in this country today, turn back to the 1840's and '50's when their first urgings were discernible. Most of them were stirred up by women with minds and frustrations of their own who spoke them boldly.

"The Bold Women," Helen Beal Woodward's gallery of rampageous females bent on reforms that "won female freedom in love and politics" is as complete as one could wish for. Splendid reading it makes.

This reviewer, having plowed that field years ago, is happy to find it now so well tilled. It was good to meet again many old friends: Anne Newport Royall, reformer of all sorts of things. Sarah Josepha Hale, who used *Godey's Lady's Book*, which she edited for forty-seven years, as her personal rostrum; she discovered Poe, conducted a wise child-care department, fought for Negro freedom, and was the arbiter of fashion of her day. Sojourner Truth, that magnificent Negress, whose battle cry on sundry occasions was "Aren't I a woman?" Adah Isaacs Menken, New York's first nekked siren. Dr. Mary Walker, who fought for women's right to wear trousers. Lucina Umphreville, who refused to grow old. We did miss, however, the "Savage Maid," whose stays always pinched.

Part suffragettes, part frustrated school marms, part work-worn housewives, they not only gave voice but also managed to add color to their time and place. What's more they had purpose, for they put an end to the theory of ladylike uselessness and won political rights. "Today they have joined that gallant company of rebels who helped make America great."

Here, too, those fascinating matters of Spiritual Wives and Bundling are gone into without smirks or pulling punches. Definitely something was in the air those nights before the advent of the electric blanket, and it's a wonder the population didn't increase faster than it did. On these points Mrs. Woodward's book is colorful and well documented.

As you pass shorts- and slacks-clad women on the street stop to bless the memory of Amelia Jenks Bloomer, who invented the Turkish plus fours that sent her name down to posterity. Bless, too, Dr. Mary Walker, who first wore trousers and in them managed to build up a considerable medical practice.

These and many other reformers were the answers to the hopes and yearning of 1840-50, women to whom life seemed free and grabable. Many of them, following the principles of Fourier, clustered in high-thinking colonies that sprang up in New York State and Ohio, of which the remains today are only tumbled-down houses and rumors which contemporary inhabitants dismiss with "Why not? Under the circumstances wouldn't you?"

MRS. Woodward is content to call these reformers "bold women." Others might fling the words "contentious hussies." Whatever called, we owe them a debt. Yet in spite of their attacks on corsets, that style of armor is still with us, as current bra ads prove. Women still believe that pinched-in, diminutive waists indicate their ethereal quality. But at least the wearing of them is now a matter of taste rather than firm social pressure.

Dr. Walker's protest was set on a high moral plane: "If men were really what they profess to be they would not compel women to dress so that the facilities for vice would always be so easy." This, of course, was years before the zipper era. She also gave pen to the following as her considered opinion: "One of the greatest sources of unhappiness in the marriage relation results directly from the chilling influence that freezes up the sympathies of wives that have been so overcome with clothes that they could not cultivate the flowers of beauty in the garden of the soul, where the chilling winds of nervousness were constantly blowing away all beautiful sentiments." In short, let 'em wear trousers, and there'll be no more frigid women.

To these bold women, zany as many of them appeared, the women of America owe a deep debt of gratitude. What advantages they won contemporary women now enjoy. After reading Mrs. Woodward's narrative they should appreciate them all the more.

Message Bearer

***"Impatient Crusader: Florence Kelley's Life Story," by Josephine Goldmark** (University of Illinois Press. 217 pp. $3.50), is a biography of a pioneer worker for legislation to protect women and children in industry. Dr. Alice Hamilton, who reviews it below, is emeritus professor of industrial medicine at the Harvard Medical School.*

By Alice Hamilton

JOSEPHINE GOLDMARK'S biography of Florence Kelley, "Impatient Crusader," is well named. For Florence Kelley was indeed a crusader. "For over thirty years," writes Miss Goldmark, "she traveled the length and breadth of the country, the bearer of a message; the passionate advocate of a cause, the cause of justice. She [tells] at first hand, with eloquence and fire, the story of human exploitation in American industry, primarily of working children and women." In this book she gives us vivid pictures of conditions which, though not universal, obtained in many parts of the country, some of them even into the Thirties, and of Florence Kelley's long, courageous, unremitting fight against them. Child labor laws were feeble or non-existent when she began. In the Nineties, for instance, Illinois forbade children under fourteen to work in the mines and children under ten to work in any gainful job unless the child had a dependent, decrepit adult relation. This putting the burden of helpless parents on little children was one of the outrages that raised F. K.'s ire. In 1903 in Pennsylvania girls of thirteen could be legally employed on a twelve-hour night shift.

The question of hours for women workers engaged her as early as 1893 when she was appointed by Governor Altgeld chief factory inspector for Illinois. At this time women were employed legally for twelve hours a night, seven nights a week. Unfortunately for Mrs. Kelley's efforts, the Haymarket riot had been associated with the eight-hour movement and so it seemed patriotic for many years to denounce that reform as "anarchistic."

We think of sweatshops in the tenements as an evil abolished long ago, but Mrs. Kelley's struggle against its increasing spread lasted for more than two decades. Indeed, she had to renew it during the First World War when she found Army uniforms being made in the tenements of the big cities. Luckily, Newton Baker, Secretary of

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

War, had been a member of the Consumers' League for years and gave her the backing she needed.

WOMEN'S wages were another of her deep interests. But by 1908, after a twenty-year struggle, she and her followers had succeeded in persuading only some fifty or sixty retail merchants in New York to pay women over eighteen years not less than six dollars per week. Even in those days of real dollars the minimum for food, room rent, clothes, and carfare was eight dollars. It is amusing to read that when Massachusetts started its first investigation of department stores it was put in the hands of a young Canadian, W. L. Mackenzie King.

Florence Kelley's adversaries were many and powerful, but her allies were among the illustrious men and women of her day. We read of Jane Addams, Lillian Wald, John Graham Brooks, Felix Adler, Norman Hapgood, Henry Demarest Lloyd, Roscoe Pound, Frances Perkins, Thomas Reed Powell, Theodore Roosevelt, all coming to her aid, some of them again and again. Two men who later became justices of the Supreme Court gave her invaluable help: Justice Brandeis in the long fight for women's hours and wages; Justice Frankfurter, whose moving tribute to her forms the foreword of the book.

through Josephine Goldmark's words the story of Mrs. Kelley's various crusades, the fights for a Federal Child Labor law, for a minimum wage for women, for state or Federal control of sweat shops. It is all the more vivid because in most of it Josephine Goldmark herself played an important part, though she tries to keep herself in the background.

It is impossible to give in a brief review more than an outline of the struggles, failures, successes, of this modern crusader; but even this inadequate outline is enough to show how much we Americans owe to Florence Kelley.

The Butterfly Hunter

By Anne Young

I SING of a butterfly hunter
Who was out with his net at all seasons:
You would see him down the meadows, stooping, swooping,
Stalking, stealing—and he said for the following reasons:

"I love beauty above all; thrift is my hobby—
For a pittance I can make the rarest captures;
And the elusive, to put salt upon its tail is
The very acme of this world's consummate raptures."

Now it chanced one early hour of the new bloom,
As he sought the species Wood Nymph down an alley
Of white orchard, stepped the real Dryad from her pear tree,
Gauzy mantled, with her lorgnon, out to dally

Until breakfast, spied this specimen of Homo Sapiens
And addressed him (he thought the wood wind sighed)
"So I've found you, man, that rests not the winged
Emblem of the soul (what's that?) is crucified till

On velvet—my informant, Psyche—ah! she hears, she comes"—
Well these ladies caught and bound him in a stricture
Fatal as delicate, of gauze; hailed the world's butterflies
Down four winds fluttering—Lord! what a picture

Of pale green, lemon, sapphire, sulphur, hosts
Thronging his eyes, ears, nose, mean mouth beseeching
Mercy, they smothered, stifled, then to the ravens left him
And to wild storms, for the last bone-bleaching.

And they say that often Psyche with her cousin
Returns in still gray hours—call such not dull
But mothing-weather; coax specimens to staring eye-holes,
Gaily lead winged wreaths round a grinning skull.

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

A Bang and a Whimper

EDINBURGH.

T. S. ELIOT'S new play, "The Confidential Clerk," is better constructed and more entertaining than "The Cocktail Party." In it the poet-playwright weaves a steadily evolving story in which each of his seven characters is brought face to face with facts. But serious and tragic as these facts are, he never allows their impact to break the comic surface of the play.

The plot begins with all characters except one living with illusions about who they are and what they are doing. Sir Claude Mulhammer, a successful tycoon who would have a world where the form is the reality, believes that Colby Simpkins is his illegitimate son and makes the molding of him his purpose in life. Lady Elizabeth Mulhammer, who doesn't believe in facts, feels that Colby is *her* long-lost illegitimate child. Barnabas Kaghan, a successful young businessman with a remarkable ability to avoid the unpleasantness of life, believes that he is a foundling. Lucasta, Sir Claude's illegitimate daughter, forces herself to be a person who is not herself. There is Colby himself who would prefer a father

> Whom I had never known, and couldn't know now
> Because he would have died before I was born
> Or before I could remember. Whom I could get to know
> Only by report, by documents,
> The story of his life, of his success or failure
> By objects that belonged to him and faded photographs
> In which I should try to decipher a likeness
> Whose image I could create in my own mind,
> To live with that image. An ordinary being
> Whose life I could in some way perpetuate
> By being the person he would have liked to be.

And there is Mrs. Guzzard, who has sacrificed her life to keeping the secrets. Eggerson, on the other hand is a retiring confidential clerk who admits that

> All the travel *I* want is up to the city and back to Joshua Park in the evening
> And once a year our holiday at Teignmouth.

He has lost his only son in the war, and Colby praises him by saying,

> My garden's no less unreal to me than the world outside it. If you have two lives
> Which have nothing whatever to do with each other—
> Well, they're both unreal. But for Eggerson
> His garden is a part of one single world.

After a somewhat talky first act, brightened only by the entrance of Lady Elizabeth, who is Eliot's most truly theatrical character, "The Confidential Clerk" rolls along with fine momentum. There is an agonizing love scene which through underplaying is kept within the delicate and glistening web of Mr. Eliot's construct. It is moody and rich. While the would-be lovers talk philosophically they are really telling each other their love. It culminates in a brilliantly written series of lines in which each is able to continue the thought of the other. Then there is the jovial B. Kaghan, who in only a few joking lines reveals a fully rounded character. And finally there is a scene between Lady Elizabeth and Colby reminiscent of Oscar Wilde at his best.

The last act commences with another brilliant interchange, this time between Sir Claude and his wife, which is tinged with a bit of pathos when she, in appreciation of a talk more substantial than is usual with the long-married, replies:

> I don't suppose I understand.
> And I know you don't think I understand anything,
> And perhaps I don't. But I wish you would talk
> Sometimes to me as if I did understand,
> And perhaps I might come to understand better.

The rest of the play is less sparkling, but it more than compensates by

Alan Webb, Isabel Jeans, Paul Rogers (left) in "The Confidential Clerk"; Claire Bloom, Richard Burton, stars of a new "Hamlet."

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

RADIO CITY MUSIC HALL
Showplace of the Nation
Rockefeller Center

GREGORY PECK
and
AUDREY HEPBURN
in WILLIAM WYLER'S
production of
"ROMAN HOLIDAY"
with
EDDIE ALBERT
Produced by WILLIAM WYLER
Screenplay by
IAN McLELLAN HUNTER
and JOHN DIGHTON
Story by
IAN McLELLAN HUNTER
A Paramount Picture

ON THE GREAT STAGE
"CONFETTI"
Gala new revue produced by Russell Markert . . . with the Rockettes, Corps de Ballet, Choral Ensemble . . . Symphony Orchestra directed by Raymond Paige.

being masterfully strung with revelations. Through these the characters learn that while life seems to give us our wishes, there is a time-clause in the contract. Everyone but Mrs. Guzzard finds suitable companions. This would seem to make the play a comedy. However, according to Mr. Eliot's own definition, the tragedy of a life wasted is certainly indicated for Mrs. Guzzard, and very probably for Sir Claude.

In addition there are moments of sad profundity scattered throughout the play. As in "The Cocktail Party," there is the implication that only truly religious people and men of genius can find some unity in life, that the rest of us have at best to live in two worlds, each a kind of make-believe. Then there is the familiar Eliot with the difficulty human beings have in understanding others:

I meant there's no end to understanding a person.
All one can do is to understand them better,
To keep up with them: so that as the other changes
You can understand the change as soon as it happens,
Though you couldn't have predicted it.

And finally there is the pathetic note from Eggerson telling Sir Claude that since his retirement his wife misses the late editions of the papers picked up at Liverpool Street on the way home to Joshua Park.

But the director, Martin Browne, is probably right in playing "The Confidential Clerk" as comedy and throwing away the other aspects for those who wish to pick them up. While his direction is extremely spotty, he has succeeded in getting particularly fine performances out of most of the actors. Isabel Jeans, acting with her eyes, her face, her mouth, her arms, and her hands, gives a high-keyed never-to-be-forgotten performance as Lady Elizabeth. With the dexterity and poise of a beautiful insect she feels her way to the heart of the matter, seemingly not knowing that she has reached it before moving away again. Her offhand speech about God is a good example. She says, as if it were no great discovery,

Of course, there's something in us,
In all of us, which isn't just heredity,
But something unique. Something we have been
From eternity. Something straight from God.
That means that we are nearer to God than anyone.

Another superb job is turned in by Alan Webb as Eggerson. The soft

GARY COOPER
STARS IN JAMES A. MICHENER'S GREAT SOUTH PACIFIC ADVENTURE!

Return to Paradise
Filmed in the South Seas in Color by
TECHNICOLOR
with
Barry Jones • Roberta Haynes • John Hudson
Directed by Mark Robson • Produced by Theron Warth
Released thru United Artists

SPECTACULAR ON OUR PANORAMIC SCREEN
LOEW'S Cool STATE
B'way & 45th St.

"OKLAHOMA!" AT POPULAR PRICES!
Now thru Saturday Eve., Oct. 3rd
RODGERS & HAMMERSTEIN'S
OKLAHOMA!
Directed by ROUBEN MAMOULIAN
Dances by AGNES de MILLE
MAIL ORDERS FILLED PROMPTLY
MATINEES: $1.20, 1.50, 1.80, 2.40
EVENINGS: $1.20, 1.80, 2.40, 3.00
Evenings, Mon. thru Sat., 8:30. Matinees Wed. & Sat., 2:30
Please enclose stamped, self-add. envelope
Air-Cond. N. Y. CITY CENTER, 131 W. 55

R & H
RODGERS & HAMMERSTEIN'S
New Musical Comedy
Me AND Juliet
with ISABEL BIGLEY · BILL HAYES · JOAN McCRACKEN
RAY WALSTON · MARK DAWSON · JACKIE KELK
Eves.: $7.20, 6.00, 4.80, 3.60, 3.00, 2.40, 1.80.
Mats. Wed. & Sat.: $4.20, 3.60, 3.00, 2.40, 1.80.
Air-Cond. MAJESTIC THEATRE, W. 44 St.

YUL BRYNNER
in
RODGERS & HAMMERSTEIN'S
The King and I
A Musical Play
with CONSTANCE CARPENTER
TERRY SAUNDERS
Eves.: $7.20, 6.00, 4.80, 3.60, 3.00, 2.40, 1.80.
Mats. Wed. & Sat.: $4.20, 3.60, 3.00, 2.40, 1.80.
Air-Cond. ST. JAMES THEATRE, W. 44 St.

NEW POPULAR PRICES!
MARTHA WRIGHT · GEORGE BRITTON
In The Pulitzer Prize Musical Play
South Pacific
with MYRON McCORMICK · WILLIAM TABBERT · MARTIN WOLFSON
and MUSA WILLIAMS
Sun. thru Fri. Eves. (No Mon. Perf.): $4.80, 3.60, 3.00, 2.40, 1.80. Sat. Eve.: $6.00, 4.80, 3.60, 3.00, 2.40, 1.80. Wed. Mats.: $2.40, 1.80, 1.20. Sat. Mats.: $3.00, 2.40, 1.80, 1.20. Tax incl.
Air-Cond. BROADWAY THEA., B'way & 53 St.

"GAY and INVENTIVE." —Gibbs, The New Yorker
"ORIGINAL and FUNNY." —Atkinson, N. Y. Times
COURTNEY BURR and ELLIOTT NUGENT present
TOM EWELL in GEORGE AXELROD'S Comedy
"the seven year itch" with
VANESSA BROWN
Robert Emhardt · Neva Patterson · George Keane
Directed by JOHN GERSTAD
Mon. thru Thurs. Evgs.: $4.80 to 1.20. Fri. & Sat. Evgs.: $6 to 1.20. Mats. Wed. & Sat.: $3.60 to 1.20. (Tax Incl.).
Please enclose stamped, self-addressed envelope
FULTON THEATRE, 210 W. 46th Street, Air Cond.

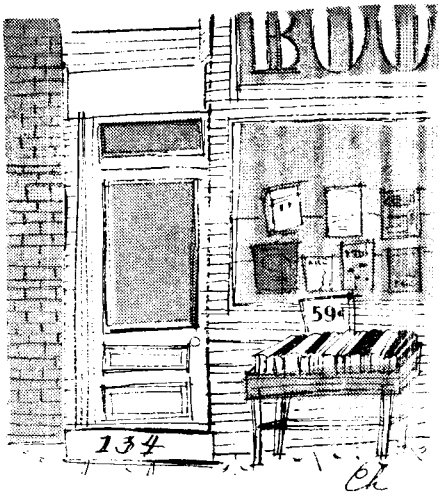
BUY U. S.
SAVINGS BONDS

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

vinces you that this old man, who might be considered a caustic satire of the London salaried worker, has a more genuine happiness than anyone else in the play. Margaret Leighton as Lucasta has gone back to the calmer, less fussy acting which served her so well in years gone by. In her we see more of the girl's inner life than is in the script. Denholm Elliott has tremendous quality as Colby, though Mr. Browne has too often shown us his back, which is no better than any other actor's. Peter Jones has just the appearance and manner necessary for B. Kaghan, and Alison Leggatt has the sternness which makes it absolutely clear that she is not lying, when as Mrs. Guzzard she unravels the tangled lineage. Paul Rogers is an unfortunate choice for Sir Claude. This talented young actor is good at convincing the audience he is in his sixties, but that's as far as his acting goes.

The pace of the production is too slow as yet, and so far Martin Browne seems to have concentrated principally on making the actors comfortable with the verse. There is a great deal of imaginative direction that could and may be added before the London opening. Hutchinson Scott's settings are striking and tell us immediately that the play is not quite naturalistic.

Indeed, "The Confidential Clerk" chooses to allude to a great many things rather than penetrate very steadily into any one theme. This may make it seem artificial and less satisfying to American audiences than was "The Cocktail Party." However, it is



time we learned to enjoy plays other than the realistic ones that have become the convention on Broadway. The adroitly used verse, the well-planned surprises, the simply said quintessence of complex thought, and the well-spaced fun of "The Confidential Clerk" would seem to indicate that Mr. Eliot has successfully come to terms with the legitimate theatre. Or should I say, as does Eggerson in the final scene, it is "an inherent probability."

ALSO having its world premiere at Edinburgh is the Old Vic Company's "Hamlet." As it stands it is a far from satisfactory performance of the great play. Director Michael Benthall has had to stage the piece on a complicated platform stage erected in the Church of Scotland's Assembly Hall, in the shadow of John Knox's disapproving statue. Unlike the Elizabethan stage which it somewhat resembles, there is a large proportion of the audience seated beside and behind the performers. And there are steps leading to the audience by which actors descend to exit up the aisles. These peculiarities hamper the direct free movement so essential in Shakespeare, and often the actor finds himself forced to exit while speaking a line, rather than quickly after it, which is the preferable practice.

A second handicap is Richard Burton's lack of experience in this kind of role. Sometimes he seems to be copying Olivier quite effectively, as when he tells Polonius to treat the actors better than they deserve. But as yet he lacks Sir Laurence's full blast and sweeping delivery. Burton's insistence on reading a line like "Frailty, thy name is woman" as if it were a startling discovery makes his Hamlet seem stupid. His casual "Stayed he long?" when informed of the ghost's appearance makes him seem humdrum, and his whimpered "I loved you ever" after the fight with Laertes in the grave makes him seem weak and a little boyish. He asks, not demands, his mother to assume a virtue if she has it not, and in general nibbles at the part with small and inward gesture rather than taking the reckless dive off the high board. Mr. Burton does, however, offer evidence that he has better things in him. His lost and sulking visage finally assumes the responsibility that goes with such handsomeness when he is provoked past endurance by Laertes about the love of Ophelia. Some stout discipline by his directors at the Old Vic could do wonders for this attractive stage personality.

Mr. Benthall, the organization's managing director as well as the director of "Hamlet," is a similarly attractive individual who yields a great deal to the personality of his actors. Thus, he has allowed Richard Burton to carry out his own unusual notion of standing with his back to the ghost for many lines before turning to see him. The idea—for the audience to see the Ghost in Hamlet's eyes—Burton admits to be a mistake, and the kind of mistake repertory groups should feel free to make. However, the mistakes should come out of strong positive ideas about the entire play. Instead the mistakes in this "Hamlet" are meaningless ones: a realistic ghost who appears to be looking for the men's room; a red-nosed King Claudius, who labors under the delusion that he is playing Pistol; and a Gertrude, played by the usually fine Fay Compton, who is filled with the propriety of a contemporary housewife. She announces the drowning of Ophelia to Laertes as if she were handing on a bit of gossip heard at tea. Even Polonius insists on mumbling like a stock country squire.

The one positive performance of this production is contributed by Claire Bloom as Ophelia. In the early scenes she overplays her strong physical love for "Hamlet," but this pays a dividend in the later mad scene. In that scene Miss Bloom alternates with agility and emotion, between insanity and lucidity, and at moments portrays Ophelia's distraughtness more truly than any Ophelia within memory.

The one positive directorial touch is Mr. Benthall's effective handling of the cloak-and-dagger men who capture Hamlet after the killing of Polonius. Their derisive laughter as they toast him in the duel scene tells us that Hamlet and the world are eternally separate. While there is not enough here to justify any great praise of this "Hamlet," the potential of the company is undeniable. By the time it gets around to "Coriolanus" next spring it could give us a really great production of that play.

—HENRY HEWES.

IT'S WORTH A TRIP to NEW YORK
to see "THE SMASH HIT MUSICAL." — WALTER WINCHELL
LELAND HAYWARD and JOSHUA LOGAN present
WISH YOU WERE HERE
The Musical with the Swimming Pool
by ARTHUR KOBER and JOSHUA LOGAN
Music and Lyrics by HAROLD ROME
Evgs. $7.20, 6., 4.80, 3.60, 3., 2.40. Wed. Mat. $4.20, 3.60, 3., 2.40, 1.80. Sat. Mat.: $4.80, 3.60, 3., 2.40, 1.80. (Tax Included.)
IMPERIAL THEA., 247 W. 45th St., N. Y. 36. EVGS. 8:30

The Theatre Guild & Joshua Logan present
PULITZER PRIZE PLAY
PICNIC
DRAMA CRITICS' AWARD
by WILLIAM INGE
RALPH MEEKER JANICE RULE and PEGGY CONKLIN
Staged by JOSHUA LOGAN
Evgs. 8:30. Mon. thru Thurs.: $4.80, 1.80. Fri. & Sat. Evgs.: $6., 1.80. Mats. Thurs. & Sat. 2:30. $3.60, 1.20. Tax Incl.
AIR-COND. MUSIC BOX 239 W. 45 St., N. Y. 36

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

Those Martians Again

THE SAME, slightly morbid impulse that since time immemorial has been keeping witch-doctors, soothsayers, and crystal-gazers happy and well-fed seems still to be operating to the general satisfaction of our motion-picture people. The ticket-buying public has recently been displaying a prodigious appetite for movies about some crazy planet out in space that has suddenly gone off its orbit and is smashing straight toward Earth, about the prospect of Red Planet Mars launching a sneak attack against us, or even—as in the recent "The Sea Around Us"—the news that glaciers falling into the ocean may raise the water level sufficiently to drown out some of our favorite cities in another 90,000,000 years. Just what reassurance is drawn from these gloomy forebodings I'm afraid I can't say. Nor, in all probability, could the companies that cope with such cosmic problems in their low-budgeted celluloids. But as long as the interest endures, and continues to provide a profit, so will the current space-film cycle.

The latest addition is a dusting-off of H. G. Wells's venerable **"War of the Worlds"** (Paramount), the book that suggested Orson Welles's hair-raising radio dramatization of an attack from Mars some years ago. Thanks to wonderfully imaginative animation work and some fine, eerie sound effects, this filmic invasion is something to see. The Martians' aircraft—huge, dome-shaped things with craning, serpentine necks and great, buglike eyes—hang suspended in space or move slowly through the air to the accompaniment of their half-musical, half-electric crackling weapons. Welles knowingly confined his show to a document of the implacable advance of these creatures and the devastation in their wake. This "War of the Worlds," however, brings in a rather dismal array of scientists, reporters, and baffled Army brass who disbelieve, discuss, and generally delay proceedings until the young hero points the way. Naturally, the young hero is provided with a heroine, a jumpy young thing who contrives to delay things even further. But, as has been the case in most science-fiction films, the humans in their panic—always excepting the scientists and the priests—are shown to be so despicably self-centered that one wonders if they all really deserve saving in the first place. Oddly enough, salvation here does not come through the frantic efforts of the hero or his friends. It comes instead through a fact of nature that is both plausible and, perhaps unconsciously, ironic. Sir Cedric Hardwicke reads the pseudo-scientific commentary without a ghost of a chuckle, and Gene Barry is even more grimly earnest as the hero.

* * *

John Wayne, the hero of **"Island in the Sky"** (Warners) is also grimly earnest. In fact, grim earnestness is just about the gamut of his talents, expressed through a pucker of the brow and a clenching of the teeth. Fortunately, as the pilot of an Army Transport plane forced down somewhere in the uncharted wastes of northern Canada, little more is asked of him in the script. He is noble and accomplished; he can light a cigarette lighter when no one else can; his men call him "Daddy." The movie, rather film, is filled with practical suggestions for surviving in the Arctic. It is also filled—and this is the best part of the picture—with exciting footage on the organization of an air-search party flying thousands of miles over wild, snowbound terrain. The air stuff here is magnificent. And William Wellman, an old hand at this sort of thing, manages to keep his picture moving even when it isn't going anywhere in particular. Lloyd Nolan, Walter Abel, Andy Devine, and Allyn Joslyn head the rugged, manly supporting cast.

* * *

Glenn Ford, who seems to be in almost everything these days, appears tight-lipped as ever in **"Plunder of the Sun"** (Warners), a somewhat familiar excursion into manhunt, mayhem, and murder, but this time photographed against the sun-drenched temples, pyramids, and ruins of Old Mexico.

Based on a David Dodge novel, the commentary runs along in the best side-of-the-mouth, private-eye argot, narrating the plight of a young chap caught unwittingly between the forces of an avid archeologist and an equally avid treasure-hunter with the three crucial pages of crumpled foolscap that tell where the ancient treasure

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

is buried. Naturally, strange things begin to happen to the man, like the two luscious damsels, Diana Lynn and Patricia Medina, who are forever flinging themselves on our hero's neck and as forever being flung off. But most of this takes place outdoors, and the outdoors is that breathtakingly beautiful country down around Oaxaca. The script sensibly calls time-out every now and then to afford us a good look at it.

* * *

"She Had to Say Yes" (RKO) might have been a wholly delightful little romantic comedy. Its heroine, a wealthy but not overly bright young thing, turns up in Progress, Ark., to spread largess among its inhabitants because once they were kind to her folks when they needed help. The town's doctor tries unsuccessfully to explain to her that there may be times when it is more blessed *not* to give, but the girl persists—a complete layette here, a case of whiskey there, a trip to California for another. Since part of the satisfaction of getting something that you want lies in getting it for yourself, the effect on the small town is devastating. The picture turns sour, though, with a sudden plot switch in the last quarter hour. Hordes of strangers begin to descend upon Progress looking for free handouts and form into ugly mobs when they are not forthcoming. What started as a fresh and folksy modern version of "The Gift of the Magi" becomes suddenly heartless, half-baked sociology, leaving a particularly unpleasant taste in the mouth. Jean Simmons is attractive as the heroine, Arthur Hunnicutt amusing as the town character, and Robert Mitchum uncomfortable as the local medic. —Arthur Knight.

SR Recommends

Roman Holiday: Audrey Hepburn cavorts through the Eternal City with style and winsome insouciance. (*SR* Sept. 5)

The Cruel Sea: A very smooth, very tight, very moving British staging of the Monsarrat novel about a sub-chaser and its war. (*SR* Aug. 22)

The Beggar's Opera: The eighteenth-century opera by John Gay about London lowlife is the scene of cavortings and vocals by Sir Laurence Olivier. (*SR* Aug. 15)

From Here to Eternity: This enormous epic of the Regular Army sprawls across the screen, carrying with it Montgomery Clift, Burt Lancaster, and Frank Sinatra. (*SR* Aug. 8)

Vice Squad: Edward G. Robinson supervises in a semi-documentary on the Los Angeles detective force. (*SR* Aug. 1)

The Band Wagon: The old master, Fred Astaire, ably assisted by Cyd Charisse, Jack Buchanan, and a galaxy of Dietz-Schwartz tunes. (*SR* July 25)

Out of the Black Into the Red

ANYONE who knows me even slightly knows that I am for progress. "Progress is the keynote of civilization," I always say. "If we don't go forward we go backward," I keep saying. And you'd be surprised how seldom I'm invited anywhere to dinner.

Before I indict myself with a statement which I am soon to make here, it would be nice if you really understood how much for progress I really am. It may help if you know that any sunny day I may be seen strolling along the bridle path in Central Park shouting to the horseback riders, "Get a car!"

Now the statement: "I think television is not even nearly ready for color."

This is a calm, judicious appraisal of the new cry for hue which went up a month or so ago, not the obstinate prattle of a decadent old-timer who claims what was good enough way back in the early days of television for Faye Emerson and Roberta Quinlan is good enough for me. I'm of the opinion that this call to colors, this tussle for tints, sanctioned recently by the FCC, is a confession by the television industry that the medium is so soon in big trouble and needs a gimmick to come to its rescue.

For the basis of my fears I go back to the motion-picture industry. In the beginning pictures moved but were silent. When the novelty of seeing pictures walk had worn off they began to talk. When what they had to say began to bore and audiences stayed away in large groups color was added.

That helped for a while, but soon it was time for a new gimmick to help fill the theatres. And so we came to dish night. When the last patron had stocked his cupboard they had to go into double features—and some desperate cases offered three pictures—known in the trade as 3-B. Which, as you can see was an easy jump to the present 3-D.

What will eventually happen to the motion-picture industry is in the laps of the Phoenicians. Our concern here is with the new young medium which already in the short span of five or six good years will have almost run the gamut of gimmicks as soon as color is added. And in another few short years 3-D no doubt.

It is too obvious to point out to the color enthusiasts of the television industry that a motion picture of "From Here to Eternity" does not employ either color or 3-D, and is nevertheless one of the biggest hits financially or artistically ever to come out of Hollywood.

Obvious, because there is no rule that says a great script cannot be made in color or 3-D or both. But when an industry begins to concentrate its entire energy on the gimmick to make a shabby script look attractive it doesn't pay off in the long run and leads only to chaos. En route to chaos, however, it pays off handsomely. This motion-picture route seems to be the one TV is taking.

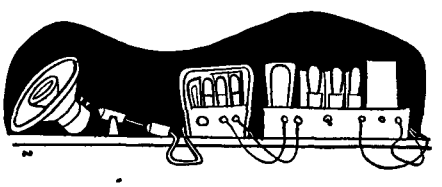
THERE is another route it could take—the one the theatre has had to travel. The stage *began* with sound, color, and 3-D. There was no gimmick it could turn to except one—a good script. There has been no deviation from this route, the only change in the theatre in the past few years being the small change you get from a twenty-dollar bill for a pair of orchestra seats.

In the past year there has been a movement among network executives interested in raising the television standard to contract writers and directors of stature. Having discovered that television audiences grow restless all too soon with mediocrity, they had just begun to concentrate on fresh ideas and well-written scripts. But now comes along a new gimmick to soothe the viewers, and good writing and direction and fresh ideas will be subordinated to colorful production. It will hold the audience for a spell and then, sure as shooting films in 3-D, the search for another gimmick will begin.

That gimmick might well be another one the movies have done so well with—the glamour girl. A Marilyn Monroe in the living room every night might hold audiences longer than all the other gimmicks put together.

And so we're back to dish night.

—Goodman Ace.



PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

The Far from Melancholy Danes—Some Happy Hungarians

A Danish "Coppelia"—"stresses pantomime and ensemble rather than [stars]."

LONDON.

THERE may be no dancing in the streets in this post-Coronation portion of 1953, but that is about the only place where dancing has not been noticeable throughout August. Covent Garden has been occupied almost without interruption, first by the Royal Danish Ballet and then by the limbering-up exercises of the Sadler's Wells Ballet preparatory to emplaning for its New York visit; Royal Festival Hall has been given over to Anton Dolin's Festival Ballet; the company called the American National Ballet Theatre (at home it dispenses with both "American" and "National") has put in a season at the Stoll, before going up to Edinburgh; and the modest Ballet Rambert carries on in traditional style at the Sadler's Wells Theatre.

Though four of these theatres were operating simultaneously, the two largest at least (Covent Garden and Royal Festival Hall) did not lack for customers on the nights that I visited them. To be sure, London is a big city, and if its native population is decimated by summer holiday trips, the flood of visitors from elsewhere keeps the reservoir of possible ticket buyers just about full. However, it is hard to imagine so much concurrent activity surviving in New York, least of all in summer.

One local explanation declares that, insofar as Covent Garden, Sadler's Wells, and the Royal Festival Hall are concerned, each has its own public, with those of Covent Garden and Sadler's Wells—composed of the ballet fans—overlapping. Festival Hall, on the other hand, still seems to be an attraction on its own, patronized to some degree—though the comparison is an inexact one—like New York's Radio City Music Hall: that is to say, by a transient public as much interested in seeing the structure as in what is being performed in it.

Certainly, the ballet fans have responded in handsome numbers to the opportunity of seeing the Royal Danish Ballet on its first London visit. If to the American appraiser the quality of that response seems a little open-handed, that is certainly an admirable trait, of itself worthy of comment. I heard, neither in nor out of the theatre, any disparaging comparisons with the big Sadler's Wells troupe, which is undoubtedly the foremost institution of its kind the Western world now knows. Rather, the British seem quite content to evaluate the Danish effort on its own terms, as the proud achievement of a small country with its own traditions.

One word recurs in mention or discussion of an evening with the Danes. It is a "pleasant" experience; one is "pleased" with the sight of so many handsome girls and good-looking men; one has "pleasure" in their performance of such works as "Coppelia" (done in a long-favored Copenhagen version which stresses pantomime and ensemble rather than the star-turn Svanhildas and Frantzs and Coppeliuses we have become accustomed to seeing in America); but one does not take too seriously their efforts to produce a "Nutcracker" *pas de deux* that will compare with a Markova or a Danilova, nor dwell too long on the rather lame "Romeo and Juliet" (Tchaikovsky's) which Birger Bartholin produced for the company's home theatre in 1950.

In fact, if one seeks for material that stimulates and compels rather than merely "pleases," one has to go back a hundred years to the repertory of the amazing August Bournonville (a native of Denmark despite the French suggestions of the name). In such works as "Konservatoriet" ("The Dancing School") or more particularly "Napoli" (which requires no translation), we encounter a style of dancing and a treatment of the dancing area not only distinctive but enduring. The mere fact that they have been continuously danced though Bournonville died in 1879, after a fifty-year association with the Royal Theatre, testifies to their great vitality.

A view of "Napoli" (which depends for its music on a variety of works by Holger Simon Paulli, Gustav Helsted, and Hans Christian Lumbye as well as the more celebrated Niels Vilhelm Gade) testifies also to its abiding charm. "The Fisherman and His Bride" is a subtitle of "Napoli," which warns us rather pointedly not to expect too much in the way of story interest; but if story interest were a determining factor in the interest of such a ballet, another mid-nineteenth-century work known as "Giselle" would have been forgotten long ago. "Napoli" is as far from "Giselle" as sea sprites are from *willis*—which means, in balletic terms, no further than another change of costume.

The crux of "Napoli," in any case, is not what happens while the story is being spun out, but a lengthy jubilation when the lovers have been reunited and the townsfolk join in a celebration of their good fortune. Virtually all the members of the company come and go in a variety of folk-inspired dances culminating in a mammoth tarantella that becomes a kind of balletic jam session. None

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

of the performers' names would mean much to an American reader, and the fact that Inge Sand was Svanilda in "Coppelia" one night and a member of the ensemble in "Napoli" the next shows how the company operates. She gave a very good account of herself both times, as did Mona Vangsaa, the Teresina of "Napoli." Whether the company comes to America soon seems to depend on the length of time its services can be made available, as the expense involved could scarcely be liquidated in a few weeks or even the two months that would be a maximum concession. Bournonville is the name to remember, if and when.

ANOTHER pair of names to note well and remember long are those of Nora Kovach and Istvan Rabovsky, whose guest appearances with the Festival Ballet might be compared to dropping Olivier and Leigh into a community drama guild in Westchester. Whether or not one believes the romanticized tale of their escape from Soviet serfdom (they crossed over, it is said, during an engagement in East Berlin), they give every evidence both in action and repose of the grand tradition of Russian ballet training though their point of origin is Hungary.

As seen in the frankly exhibitionistic *pas de deux* from "Don Quixote," Rabovsky suggested a blond incarnation of the youthful Vladimir Horowitz, with a phenomenal balance and a capacity for air turns and floor spins at whirlwind speed quite superior to anything seen from a male dancer in America in years. As for Miss Kovach, she can be likened only to her own spectacular self, since no image comes readily to mind to parallel her combination of svelte black-haired beauty and encompassing mastery of ballet technique. Not the least attractive aspect of their performance was the pleasure they took in each other's success with the London audience, based no less on professional esteem than on the circumstance that they are, after all, man and wife.

The immediate problem so far as America is concerned has to do with what can be done with a pair of dancers of such outstanding excellence. The short-range plan is to introduce them as stars of a small dance ensemble, which they will dominate no less than they did the relative beginners of the Festival Ballet ensemble. Further in the distance is a plan to make them the nucleus of a new company to be based in Monte Carlo. Whichever way it works out, it seems certain that America will be hearing for some time to come (neither is yet twenty-five) of Kovach and Rabovsky. —IRVING KOLODIN.

What the Stork Brought

Continued from page 16

easily mean a crisis which will make the current grade-school predicament look like a minor headache. One indication of the things to come: the 1953 college class of prospective high-school teachers was 36 per cent below that of 1950.

At present we are still losing teachers at an alarmingly high rate. Better pay in other professions is a powerful lure. During the twenty-year period ending in 1952 the per capita income to individuals in the United States increased by 217 per cent; within the same span the average yearly teachers' salary went up by only 128 per cent. Some people were shocked this year when the NEA asked for minimum salary scales of $3,000 to $8,200. But a comparison of these dream figures with actual minimums in other professional fields should effectively cushion that shock.

Nor will the problems be confined to public education. The independent and parochial schools are a vital part of the American education fabric, and their enrolment reflects the same trends as that of the public schools. This year the private and parochial elementary schools show an increase of enrolment of almost one-quarter million over last year; the independent and parochial high schools are almost 50,000 students ahead of 1952.

The story of school building reflects the economic picture as clearly as does the birthrate. School building lagged seriously during the Depression. Immediately afterwards wartime priorities in materials and labor brought non-military building to a virtual standstill. By 1946 it had become quite customary for towns to report that they had not added to their school buildings in almost twenty years. The state of disrepair of many existing schools was alarming.

This means that the present building program, though unprecedented in American and world history, is still largely trying to catch up with a backlog of neglect without really getting on top of the problem.

What makes things more confusing is the fact that along with population growth there have been serious population shifts. Some urban and suburban areas have sprung up over night. Underpopulated areas became overcrowded. Other districts "lost" their population, and this has resulted in the ridiculous situation of some schools with half-empty or even unused classrooms while districts not far away are bursting at the seams. Obviously, there is no easy solution for this: it is one of the inevitable hazards of an expanding economy and a growing continent. Some waste will occur. Some of it can, and should, be prevented by alert surveying of population trends, economic shifts, and other straws in the wind.

Once a nation subscribes to the ideal of universal education these difficulties must be expected. The uncertainties, tied directly to the ups and downs of peoples and of civilizations, must be looked at as certainties. The predictable future must be faced and, if that future is different from the past, this should not be considered either as critical or something to run away from. The trick is to admit that the difference between past and future often equals that intangible known as progress.

A crisis can sometimes be turned into progress.

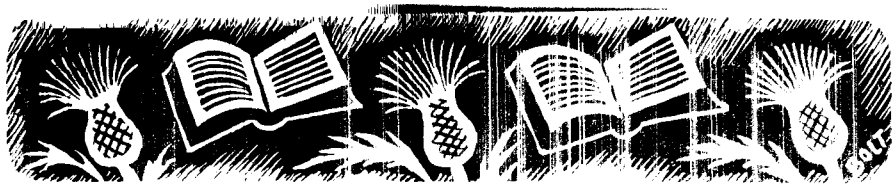
Of Time & Space

The Saturday Review's *Guide to Science Fantasy Fiction*

Book	Theme	Handling	Rating
AHEAD OF TIME *Henry Kuttner* (Ballantine: paper, 35¢; cloth, $1.50)	Sampling of Kuttner from fantasy to science fiction and all stages between.	Knows how to write a story, not always how to plan one.	First-degree entertainment
AGAINST THE FALL OF NIGHT *Arthur C. Clarke* (Gnome: $2.75)	Millions of years in the future humanity reaches a phase of stasis and needs a rescuer.	Superscience and supermind stuff with a shock on every page.	Naughty, naughty, Arthur
CHILDREN OF THE ATOM *Wilmar Shiras* Gnome: $2.75)	Radiation-induced mutations may be brilliantly successful but troublesome.	Expansion of one memorable short story, pulled together better than seemed possible.	Very good indeed

—FLETCHER PRATT.

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED



Uxoris, Secundis Samuelis Johnson

By PETER COCHRANE

DR. JOHNSON'S marriage is a enigma, largely because his wife has been caricatured. The few of his friends who actually knew Tetty have left conflicting descriptions. "A little painted puppet of no value at all," said Garrick; the drunken doctor Levett remembered her as "perpetual illness and perpetual opium"; Mrs. Williams, the blind poetess, said she had a "good understanding and great sensibility, but inclined to be satirical"; while Dr. Taylor would not preach her funeral sermon, written by Johnson, because "the praise of the deceased was too much amplified." What of the principal witness, Johnson himself, who composed her epitaph?

Tetty was buried at Bromley, in Kent; her tombstone was said to lie in the parish church there. It was a shock to find on a recent visit to Bromley that the old church had been wholly destroyed, apart from the tower, in 1941. A brave new church is now building, but there seemed little prospect of seeing any of the old monuments. All the greater was the jubilation at the discovery, in one of the unfinished aisles, of the very tombstone, one of the few to survive the raid. The worn inscription, marching across its black surface in generous curves, was the fruit of long consideration, for it was thirty-two years after Tetty's death that Johnson, then dying, had the stone put up:

Hic conduntur Reliquiae
Elizabethae
Antiqua Jarvisiorum gente,
Peatlingae, apud Leicestrienses, ortae;
Formosae, cultae, ingeniosae, piae;
Uxoris, primis nuptiis Henrici Porter,
Secundis, Samuelis Johnson:
Qui multum amatam, diuque defletam
Hoc lapide contexit.
Obijt Londini, Mense Mart.
A.D. MDCCLIII.

The dates are interesting. There is no mention of the day in March on which she died; it was the 17th. In September of the same year the calendar was altered and the famous "eleven days" were elided. Consequently we find Johnson noting on March 28 of the following year: "I kept this day as the anniversary of my Tetty's death." Again, the year is wrongly stated as 1753 instead of 1752, when Tetty actually died. It is curious that soon after her death Johnson put away her wedding ring with a touching little note in which the year she died is correctly given —but in which he mistakes the year of their marriage, putting 1736 for 1735.

We have Johnson's word for it that "in lapidary inscriptions a man is not upon oath," yet his epithets are in the main borne out. It was cruelly jested that he only thought Tetty beautiful because he was too short-sighted to see her plainly; yet Mrs. Thrale agrees that her portrait, a good likeness, was very pretty. As to "culta, ingeniosa, pia," there could be no more exacting a judge than her husband, just as there has seldom been a more candid widower. We know his high opinion of her critical faculty—it was *her* praise of "The Rambler" that he valued—and he said that "she read comedy better than anybody he ever heard," though "in tragedy she mouthed too much." Her piety is surely reflected in the devotions of his "Prayers and Meditations."

JOHNSON'S friends were hard put to it to explain his having married a widow twenty years older than himself. Nobody seems to have considered the disadvantages of the match from Tetty's point of view—not even Johnson himself when he so bitterly reproached Mrs. Thrale for taking an exactly similar plunge into an "unsuitable" second marriage. For Tetty came of good stock ("antiqua Jarvisiorum gente") and had married a Birmingham draper, who, though he died insolvent, left her a settlement of £600 as well as three children. In less than a twelvemonth she had sampled a method that has widely agreed to wed a hideously uncouth young man with no background or prospects but who was "the most sensible man that I ever saw in my life." Johnson at least had the forethought to get his mother's blessing, but Tetty clearly failed to get that of her sons, who "were much disgusted with her." It all sounds so improbable that we may well believe the bridegroom when he called it "a love marriage on both sides."

The unlikely marriage worked, for which much of the credit must go to Tetty. Johnson was poor, and his habits must have made him a trying husband, particularly to a wife who in turn irritated him by her "particular reverence for cleanliness." That she was indulgent to him in that department in which wives are commonly asked for indulgence is shown in the dialogue suppressed by Boswell during the printing of the "Life":

> JOHNSON: "My wife told me that I might lye with as many women as I pleased, provided I *loved* her alone." BOSWELL: "She was not in earnest." JOHNSON: "But she was; consider, Sir, how gross it is in a wife to complain of her husband's going to other women, merely as women; it is that she has not enough of what she would be ashamed to avow."

Hawkins observed that "there was somewhat crazy in the behavior of them both; profound respect on his part, and the airs of an antiquated beauty on hers." Calf-love often strikes the onlooker as absurd, and in Johnson's adoration of the elderly Tetty there must have been more than a trace of it. But calf-love may also be true and enduring; it was so here. Long after her death he wrote in his private journal, "My grief for her departure is not abated," and again, in his entry for March 28, 1782:

> This is the day on which in 1752 dear Tetty died. I have now uttered a prayer of repentance and contrition; perhaps Tetty knows that I prayed for her. Perhaps Tetty is now praying for me. God help me. . . . We were married almost seventeen years and have now been parted thirty.

Tetty was indeed "multum amatam, diuque defletam." To be so passionately held in Johnson's heart is a more lasting tribute to a remarkable woman than the dignified Latin on her handsome black tombstone.

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

Notes for the Teacher

As part of the seasonal salute to schooling, here are some miscellaneous paragraphs to help bring educators up-to-date on film matters, from kindergarten to Ph.D. level. They include items about new films of special interest to teachers, about new magazines, books, and pamphlets, about university-produced films, and other slightly related matters. Non-teachers who read these columns may want to get into the picture by helping their community's schools and colleges get and maintain the very best film and other educational services.

* * *

Schools are now eligible to contract for direct long-term lease of several Disney films which have almost permanent value in education. Titles currently available under this plan are the lively nature film "Seal Island" (27 min.), the animated excerpt "History of Aviation" (18 min.), and the traffic-safety cartoon "Motor Mania" (8 min.). Two sets of entertainment cartoons are available for rental through a number of 16mm. dealers, as well as the feature film "So Dear to My Heart." All are in color. Information about how and where to rent any or all of them can be obtained by writing to Walt Disney Productions, Burbank, Calif.

* * *

At the annual trade show of the National Audio-Visual Association in Chicago last month, in addition to the routine displays there were a few rather startling ones. One of them was giant television, planned especially for educational uses, and displayed by the Singer Television Manufacturing Co. (550 W. Las Tunas Drive, San Gabriel, Calif.). The system is called "prizomatic projection," which by means of special attachments diverts the regular TV image to a 6x9 foot picture on a movie screen thirteen feet away.

Three-dimensional color movies were shown in 16mm. by Bolex Stereo, with the same kind of polaroid glasses you have (or have not) used in theatres. RCA had scheduled to unveil its first efforts in the 16mm. 3-D line, but unfortunately not until after my departure. Information about the cameras, attachments, and projectors which take and show these new-fangled 16mm. films can be obtained, respectively, from Bolex Stereo, Paillard Products, 100 Sixth Ave., New York 13, N. Y., and from the Radio Corporation of America, Camden, New Jersey.

The spotlight of the NAVA show was on Bell & Howell's exhibition of its 16mm. CinemaScope, based on the 20th Century-Fox system in which "The Robe" and "How to Marry a Millionaire" are currently being produced. Bell & Howell's 16mm. samples from these two feature productions used a curved wide screen (about sixteen feet long and about six and a half feet high as I recall); the anamorphic lens attachment which widens out the squeezed image seems to have been put on a standard B&H projector. Success for the 16mm. CinemaScope will undoubtedly depend upon its 35mm. success in the theatres. Commercial entertainment seems to be the main direction of CinemaScope on both gauges, but who is to say that it won't invade the classroom? Further details on this new 16mm. venture are available from the Bell & Howell Company, Chicago 45, Illinois.

* * *

Films produced by the New York Zoological Society, familiarly known as the Bronx Zoo, are now being distributed by McGraw-Hill Text-Films (330 W. 42nd St., New York 36, N.Y.). Among them are "Stars in Stripes" and "Andy's Animal Alphabet," both of which were recommended in these columns some while ago as being extremely useful for studies in the lower grades. One brand-new release which this reviewer found fascinating, despite the squirmishness of the subject, was "The Locomotion of Snakes"—an almost ideal educational film, explicit, thorough, and pictorially absorbing. "Looking for the Answers" is a collection of animal behavior studies indicating some of the work of the Zoo's research staff. All the films are about ten minutes long.

Also on the list of recent McGraw-Hill releases is the 22-minute "Good Speech for Gary," which shows the details of a first-rate speech program in a second-grade class. It was produced by the Cinema Department of the University of Southern California. It is available for purchase in color or in black-and-white. For rentals consult local educational film libraries.

* * *

Two university-produced films in particular are earning recognition for themselves, and as coincidence would have it both are concerned with faraway Japan. "Conspiracy in Kyoto" (20 min., color) takes its story from a ninth-century legend about the burning of the city gates, and its pictorial substance comes from three twelfth-century narrative scrolls. The details of the art work are handsomely displayed, and the color quality is excellent. I found the commentary somewhat heavy and insistent,

—From "Skippy and the Three R's."

". . . led into wanting to learn."

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

Here's what A-V experts say about Pageant pre-lubrication

"Schools, churches, and other groups which use movie projectors are interested in one thing—a machine that is always ready to go. We have found that improper oiling causes most of the trouble that spoils showings. The Pageant's permanent pre-lubrication totally eliminates the problem!"

John McCartney, *Mgr.*
Esda Sales & Service
Washington, D. C.

"Our service records prove that faulty lubrication *is* the No. 1 'gremlin' in projector breakdowns. Permanent lubrication keeps Pageants operating for longer periods between servicing and relieves people responsible for them of one more important detail."

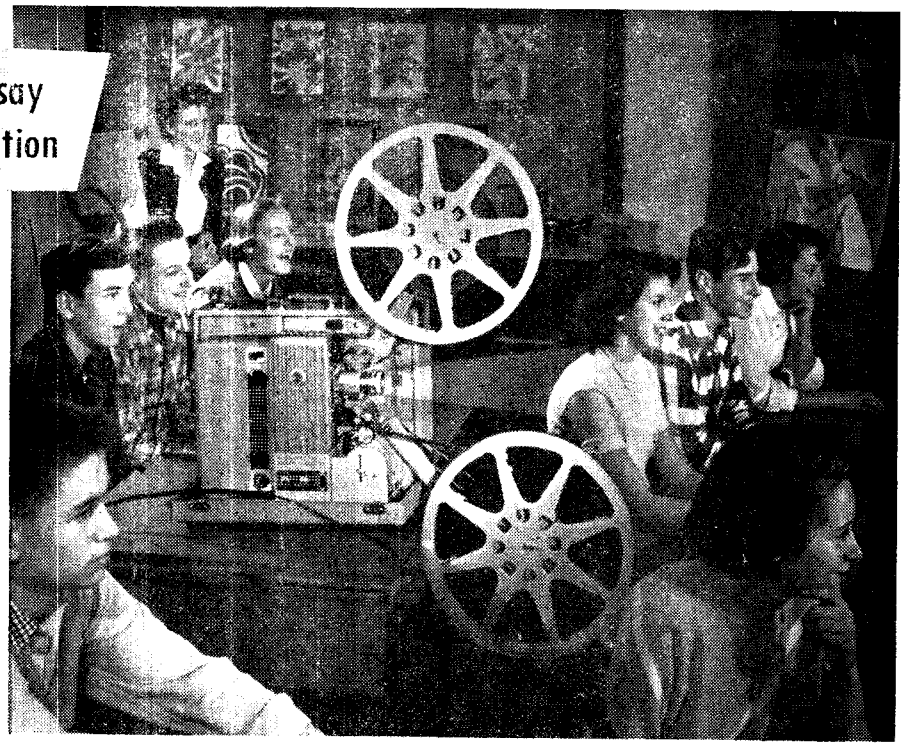
Glen R. Frank
Culver's
Phoenix, Arizona

"It's the BIGGEST NEWS IN YEARS—no more oiling of projectors! Lack of lubrication really means trouble and big repair bills for the user . . . overlubrication means unnecessary service and cleaning."

Roa Kraft Birch, *Pres.*
Photoart Visual Service
Milwaukee, Wisconsin

"Schoolteachers and administrators in my area agree on one thing: They want a projector that requires as little maintenance as possible. The permanently pre-lubricated Kodascope Pageant Projector has certainly proved to be the ideal answer, and we are happy to recommend it!"

J. E. Lewis
Lawrence Camera Shop
Wichita, Kansas



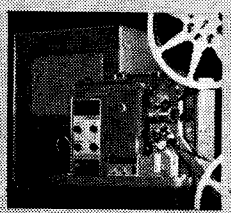
There's a "plus" in the Pageant that will save you money!

No matter how well a projector is designed, agree audio-visual experts, over- or underoiling accounts for more projector breakdowns . . . for more out-of-service time . . . for more expense in maintenance . . . than any other single cause. But lubrication is *never* a problem with a Kodascope Pageant Sound Projector. Every one of Kodak's complete line of Kodascope 16mm. Projectors is *permanently* pre-lubricated at the factory—an exclusive 16mm. Kodascope feature that eliminates completely this chief cause of wear and damage to projection equipment.

The projector shown in an art-instruction class, above, is the standard Kodascope Pageant Sound Projector—the economical first-choice machine for all-around sound-and-silent projection in classrooms and assembly halls. Permanent pre-lubrication is just one of the important benefits this fine projector affords. You'll find that it screens films with exceptional sharpness and brilliance . . . that it reproduces sound with amazing high fidelity . . . and that its light weight and simplified design make it truly outstanding in ease of operation.

The standard Pageant lists at $400 with 8-inch speaker in a single easy-to-handle case. For full information about the Pageant . . . or any of the other projectors in the Kodak line . . . call your Kodak Audio-Visual Dealer or mail the coupon below.

Price subject to change without notice



Now . . . Kodak Projectors to meet every 16mm. need

The economical standard Pageant Projector for average sound-and-silent shows . . . the superbrilliant Pageant AV-071 for sound movies in hard-to-darken locations . . . the powerful Pageant AV-151 and AV-151E, 15-watt, 12-inch-speaker projectors for sound volume and light output ample for spacious auditoriums. Plus two 16mm. silent projectors on the famous Pageant design—the Royal and the heavy-duty Analyst for critical movie study. Also available through your Kodak A-V Dealer—the remarkable Eastman 16mm. Projector, Model 25, for theater-type installations.

9-76

EASTMAN KODAK COMPANY, Rochester 4, N. Y.

Please send me name of nearest Kodak Audio-Visual Dealer; also information on the projectors checked:

☐ *standard Kodascope Pageant* ☐ *Kodascope Pageant, Model AV-071*
☐ *Kodascope Pageant, Model AV-151* ☐ *Kodascope Pageant, Model AV-151E*
☐ *Kodascope Royal* ☐ *Kodascope Analyst* ☐ *Eastman 16mm. Projector, Model 25*

NAME_____

ORGANIZATION_____

ADDRESS_____

CITY_____ STATE_____
(Zone)

Kodak

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

and the music more noisy than suits my ear. But it stands as a good example of university talents, produced as it was by Indiana University's Audio-Visual Center, in collaboration with its Fine Arts Department and its School of Music. The film can be purchased from the Audio-Visual Center, Indiana University, Bloomington, Ind.; rental inquiries should also be directed to that address.

"Rice Farming in Japan" is the title of a twelve-minute color film produced by the University of Michigan's Center for Japanese Studies. A more competent and attractive little film could not be wished for. By even the severest professional standards, the photography seldom falls below the rank of excellent. It was taken by Ronald Anderson during his spare time as a Civil Affairs Education Officer during the occupation. Its excellence can be stated not only in terms of color quality and composition but also of its interlacing of close-up details with panoramic long shots of the rice fields and the various stages involved in harvesting the crop. The narration, the music, the editing, and the little human touches all bear witness to the film's inevitable success and to the intelligence and patience of the people who planned and made it. Editing and production work were done at the University by Aubert Lavastida; some of the musical background was taken from recordings by the blind Japanese harpist Miyagi. Mr. Anderson, who is now an instructor at the University's Center for Japanese Studies, hopes that an entire series of films on Japanese life can be produced by the Center, detailing the processes of silk culture, tea culture, fishing, household industry, folk drama, building a landscape garden, education, and the like. I, for one, feel that such a project could not be in more competent hands than those that filmed and produced "Rice Farming in Japan." The film is distributed by the Audio-Visual Education Center, University of Michigan, 4208 Administration Building, Ann Arbor, Mich.

* * *

For public relations value see the new "Skippy and the Three R's," a twenty-nine-minute production sponsored by the National Education Association and affiliated state organizations. It tells and shows how a six-year-old boy is gradually led, by a competent and well-trained teacher, into *wanting* to learn the fundamentals of reading, writing, and arithmetic. In accomplishing this Miss Temple capitalizes upon Skippy's love of bicycles and his dogged determination to have a two-wheeler of his own; that is to say, she uses his present interests to create new ones. A number of exceedingly important ideas about primary education are enacted or implied in the film, but the slightly simpering style is at times to be regretted. "Skippy and the Three R's" was produced by J. P. Nicholson of Agra-films ("Schoolhouse in the Red" was their big hit a few years back). The director was Irving Rusinow, Jarvis Couillard the writer, and Robert Nordbye the cameraman. Prints may be borrowed from your State Education Association; or they may be purchased from the Division of Press and Radio Relations, National Education Association, 1201 Sixteenth St., N.W., Washington 6, D. C.

* * *

Psychologist Lester F. Beck, currently head of the University of Southern California Cinema Department, has come up with a new film for college teaching. Its title is "Judging Emotional Behavior," and like two of Dr. Beck's earlier films ("Unconscious Motivation" and "Hypnotic Behavior") it narrows itself down to the miniature reactions of two post-hypnotized people to various stories told offscreen by Dr. Beck himself. This newest film, however, is in two sections—first without sound, where the audience is supposed to guess what emotion is being registered on the two subjects, then with narration, so that the audience can hear the stories they are reacting to. I've no idea whether or not this sort of thing is useful in teaching psychology, but it can be delightful and absorbing. Purchase prints are available from Churchill-Wexler Films, 801 N. Seward St., Los Angeles 38, Calif. Running time is approximately twenty minutes.

* * *

A new monthly magazine dedicated to the practical use of various audio-visual materials has made its first appearance. Entitled *Teaching Tools,* it includes such immediate and elusive topics as "How to Select a Filmstrip," "Your Classroom Can Be a Tape Recording Studio," "Selected Recordings Can Make Learning Exciting," "What Every Teacher Should Know About Projection," and so forth. The articles will be of particular interest to teachers with little or no background and experience with the various machines and materials. Of the six 16mm. films reviewed in the first issue only one had been released within the past year, the others being from three to six years old. Production dates, however, are helpfully included. *Teaching Tools* is to be published monthly during the school season, and yearly subscription for the eight issues is $4 in the U.S. and Canada. Published by the Ver Halen Publishing Co., 1159 North Highland Ave., Los Angeles 38, Calif.

* * *

Audio-Visual Communication Review is the new quarterly publication of the Department of Audio-Visual Instruction, National Education Association, 1201 Sixteenth Street, Washington 6, D. C. William Allen, of the University of Wisconsin, is editor, and the advisory editors are Edgar Dale, James D. Finn, Elizabeth Golterman, Charles F. Hoban, J. J. McPherson, Kenneth Norberg, and Paul Witt—all prominent leaders in audio-visual education. Two issues of the new pocket-sized magazine have been published to date. They have included such articles as "What Does It Mean to Communicate?" "Perception Research and Audio-Visual Education," "A Theoretical Orientation for Instructional Film Research," "Teacher Competence in the Use of Audio-Visual Materials," "Needed Research in Audio-Visual Methods," etc. Professional books and research abstracts are reviewed, and there were in the second issue longish reviews of two educationally produced 16mm. films. One unique feature is the section headed "World Communications" written by Andies Deinum of the Cinema Department at the University of Southern California; his articles on USC's international collection of film books and on some of the foreign film periodicals are of considerably more than academic interest. Subscription rates for this quarterly magazine are $4 per year ($3 for DAVI members). Single issues are sold at $1.25 each.

* * *

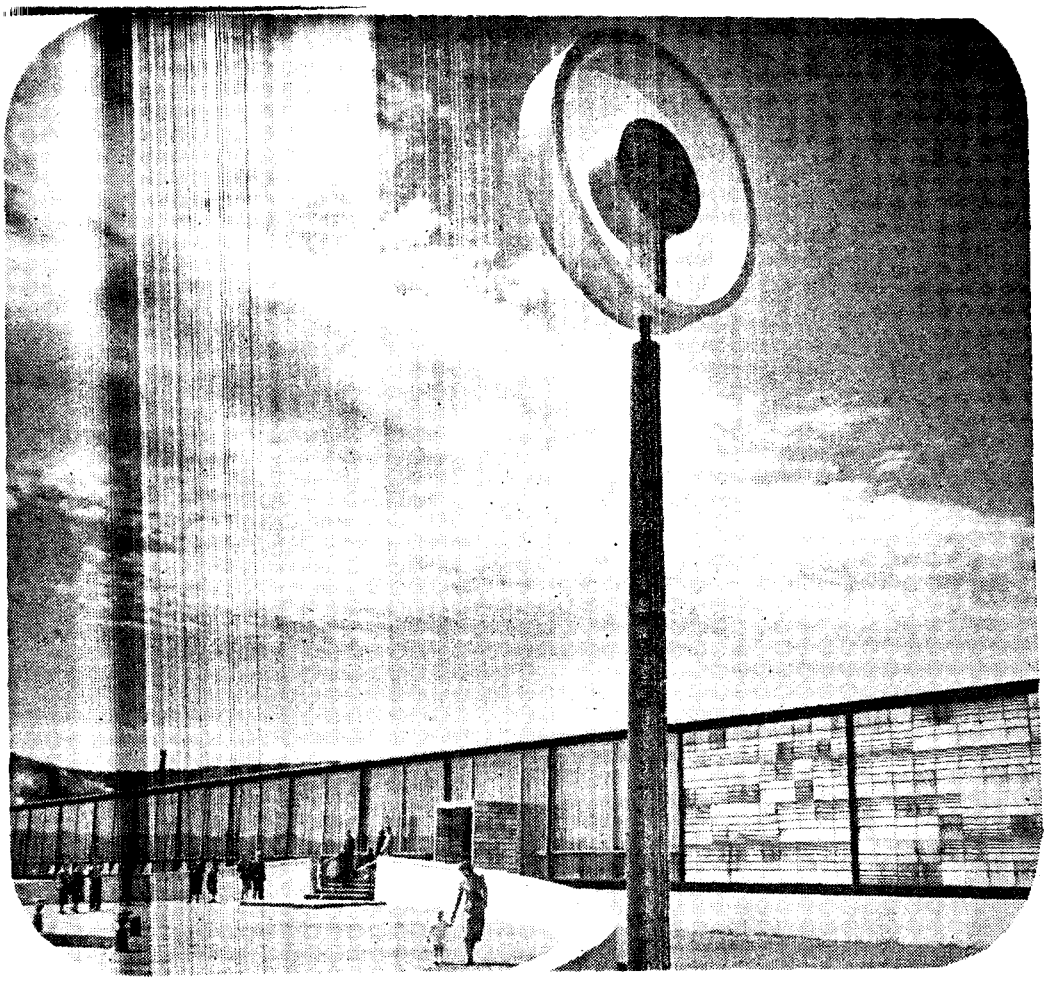
Copies of the handsome picture booklet "Julien Bryan and His Documentary Motion Pictures" (mentioned first in *SR* June 13) are now being offered for purchase at one dollar each from the International Film Foundation, 354 East 46th Street, New York 17, N. Y. For all film information centers it is a most valuable publication.

* * *

Proceedings of the A-V Workshop held in California just prior to the American Library Association Conference have been published—fifty-seven pages, multigraphed, and selling at one dollar a copy. Many of the articles are concerned solely with educational television, and among the contributors are Raynard C. Swank, Ralph Ulveling, Quincy Mumford, Louis Shores, and Bruce Findlay. Copies of the *Proceedings* are avail-

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

A FILM telling the story of glass



Corning Glass Works presents

"THE GLASS CENTER OF CORNING"

a new 16 mm, 25-minute motion picture in sound and color

"THE GLASS CENTER OF CORNING" takes you on a tour of the world's largest exhibit of glass... through the galleries of the Corning Museum of Glass, which houses the most comprehensive historic collection of glass in the world... through the Hall of Science and Industry, where you see the part glass plays in everyday living... through the famous Steuben factory, where you see every step in the handblowing process from the orange gob of molten glass to the finished piece of Steuben crystal... the entire dramatic story of man's achievement with glass.

"THE GLASS CENTER OF CORNING" IS AVAILABLE WITHOUT CHARGE TO SCHOOLS, COLLEGES, LIBRARIES, MUSEUMS, CLUBS
just clip the coupon below

ASSOCIATION FILMS, INC.
347 Madison Avenue
New York 17, N.Y.
Dept. S

Please send the 16 mm, free-loan* motion picture
"The Glass Center of Corning" for our use on (date preference): 1st_____ 2nd_____ 3rd_____

Organization_____ Name_____

Street or RFD_____ City_____ State_____

*film user pays transportation only

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

able from Irving Lieberman, School of Librarianship, University of California, Berkeley 4, Calif.

* * *

"Audio-Visual Materials, Their Nature and Use" is the title of the 564-page textbook by Walter Wittich and Charles Schuller published this year by Harper & Brothers. In addition to the chapters on educational uses for radio, recordings, classroom recorders, filmstrips and slides, 16mm. motion pictures, and television, there are those dealing with the expanded use of the chalkboard (which when I went to grade school was referred to as the "blackboard"), flat pictures (formerly called "pictures"), graphics (maps and charts), the tackboard and study display (bulletin board), globes and wall maps, three-dimensional teaching materials (models and non-models). There is a good bit more to the book than its new terminology; it offers a variety of sensible methods for making classroom teaching and learning more enjoyable and more closely related to reality.

* * *

The eleventh edition of the *Educational Film Guide* is scheduled for release next month, and will include listings and descriptions of over 11,000 films currently available on 16mm. All the vital statistics (running time, date, rental and sales prices, source, etc.) are given for each film, and there is a high degree of accuracy. Also included are helpful references to all the full-length film reviews that have appeared in *Educational Screen, Film News* and *The Saturday Review,* giving the exact issue and page number of each review. My only complaint centers on the difficult and somewhat arbitrary selection of subject headings, based upon the librarian's Dewey Decimal System rather than on the reader's commonsense system. But *Educational Film Guide* is the very best and most complete 16mm. film listing you can buy anywhere, and it cuts everything else right down to midget size. The price for the newly revised eleventh edition is $7.50. Seven semi-annual supplements are planned for the time between the current edition and a complete 1957 edition; subscription to the supplement service for these three and a half years is $7.50. A special combination price of $12.50 is made if both are ordered at the same time. The *Educational Film Guide* is published by the H. W. Wilson Company, 950 University Avenue, New York 52, N. Y. No alert film-using organization would think of being without a copy, or several copies for that matter.

—CECILE STARR.

The Film Forum

FROM BRITAIN | *The Saturday Review's* Guide to Selected 16mm. Sound Films

EL DORADO. *Produced jointly by Argosy-Crown Film Unit. Distributed by the British Information Services, 30 Rockefeller Plaza, New York 20, N. Y.* (33 *min.*)

Superb black-and-white photography, an excellent musical background, and a rich commentary distinguish this studied picture of British Guiana, its people, animals, and resources. In this "land of mysteries and possibilities," first sought by Elizabethan explorers who dreamed only of gold, the treasures today are more commonplace: hardwood forests, bauxite, latex, sugar cane, and the like.

Three natural areas mark out the country: the coastal fringe, the jungle hinterland, and the plateaus beyond. Today's airplanes and high-powered motor vehicles have connected them to each other for the first time, although much of the land is still inaccessible for regular transportation.

The people—European, Asian, African, Aborigine—are shown in the film with a throbbing affection and a respect seldom achieved by outsiders who enter a village or a country to make a film. Social implications are present too in "El Dorado," but they are a tacit part of the film rather than superimposed as a lecture or a digression.

"El Dorado" is almost consistently beautiful, very much in the tradition of such earlier British documentaries as "Song of Ceylon" and "Night Mail"—although more informative and therefore more easily adapted to teaching purposes. Teachers of lower grades will need to know that the Amerindians of South America wear only scanty loin cloths for daily attire, living as they do "far from the benefits and the corruptions of civilization."

"El Dorado," photographed by Reginald Hughes and directed by John Alderson, comes to us as one of the last productions of the Crown Film Unit. A more worthy commemoration to the work of this outstanding organization could not have been wished for. Of special interest to film study groups.

JOURNEY INTO HISTORY. *Produced by Edgar Anstey for London Transport. Distributed by the British Information Services, see above.* (11 *min., color*)

Through London streets the various public vehicles carry one not only from place to place but back into history through the still vibrant art and architecture of Britain's past thousand years. This attractive little film, particularly commendable in that it is a "sponsored" production, selects the time of the eighteenth century as illustrated by Hogarth and Gainsborough and their contemporaries. Members of the Old Vic Company read a commentary made up of excerpts of the literature of the day, and there is a musical score by Sir Arnold Bax.

ROYAL DESTINY. *Distributed by the British Information Services, see above.* (20 *min.*)

These are only newsreel excerpts from the filmed life of Queen Elizabeth II up until the time of the coronation, but so much humor and good cheer went into the selecting, editing, and writing of the film that it ends up as a small masterpiece. Scenes of Elizabeth as a toddler standing at a balcony and waving, as she corrects her younger sister in public manners, and of her horsemanship, her war work, her marriage, and her relaxed and happy air with her two small children, give a picture of a queen that, despite the film's informality, seem to heighten its fairy-tale aspects.

CORONATION CEREMONY. *Distributed by the British Information Services, see above.* (26 *min.*)

Aside from everything else which will permanently record the events of last June's Coronation, there is this somewhat didactic film, using tiny model figures and a miniature replica of Westminster Abbey, explaining step-by-step the details of the great doings.

THE FUTURE OF ONE MILLION AFRICANS. *Produced by the J. Arthur Rank Organization in the This Modern Age series. Distributed by the British Information Services, see above.* (20 *min.*)

Among the many political question marks that lie on the British horizon are those that concern her colonial people. This film takes up the present situations in Bechuanaland, Basutoland, and Swaziland, in South Africa, gives a good pictorial impression of the people and natural resources, and ends with a fervent plea that the protectorates be maintained as they are rather than surrendered to the pressing claims of the Union of South Africa.

DRUMS FOR A HOLIDAY. *Distributed by the British Information Services, see above.* (33 *min., color*)

This filming of the gathering of chieftains in West Africa's Gold Coast is in itself a gala event, with its striking color photography, its exotic music, and its very British narration read by actor Leo Genn. Most of the footage is about the ceremony itself, but there is other material on agriculture and industry. Despite its being a little too long and repetitious (one chieftain begins to look like another after a while), the film is still in the main a pretty fancy affair.

—C. S.

*** For rentals consult the list of *SR* Film Referral Libraries, available at 10c a copy from Film Department, Saturday Review, 25 West 45th Street, New York 36, N. Y.**

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

Just Published

MANY of the books described below, which cannot be reviewed in this issue because of limitations of space, will be given more extended notice in early issues.

AFTER THE HUNT. By Alfred Frankenstein. Berkeley: University of California Press. $10. A book by the art critic of *The San Francisco Chronicle*, which attempts, through three critical biographies of those involved, to straighten out the tangle of forgeries and deceptions that took place in the largely ignored late nineteenth-century American Illusionist school of painting.

THE AMERICAN FAMILY IN THE TWENTIETH CENTURY. By John Sirjamaki. Cambridge, Mass.: Harvard University Press. $4.25. A summary, by a Yale sociologist, of the various studies that have been done in recent years on modern American family life. A part of the Library of Congress Series in American Civilization.

ATTA. By Francis Rufus Bellamy. New York: A. A. Wyn. $3. A Tiny Tim-like fantasy about a man who suddenly finds himself reduced to the size of an ant; and of how he and an ant named Atta, who befriends him, combine their respective brains and brawn.

BIG CITY, LITTLE BOY. By Manuel Komroff. New York: A. A. Wyn. $2.50. A memoir about the author's childhood in the merry, gaslit days of New York circa 1900.

BLIND JOURNEY. By Bruce Lancaster. Boston: Little, Brown & Co. $3.95. Another in Mr. Lancaster's series of novels about the Revolutionary War. This one concerns a mysterious journey which Ben Franklin sends his secretary on, with the goal of delivering state papers to Lafayette.

THE DEAD BOY AND THE COMETS. By Goffredo Parise. Translated by Marianne Ceconi. New York: Farrar, Straus & Young. $3. An Italian novel, written just this side of the dream world, about three adolescent boys and their degenerate environment in postwar Italy.

THE DEEP SLEEP. By Wright Morris. New York: Charles Scribner's Sons. $3.50. Mr. Morris's third novel takes place in the home of a Philadelphia judge the day after his death. Through the minds of his wife, his mother, his daughter, and son-in-law, who are all present, the judge, as four different people compositely knew him, is re-created.

DENNIS MILLER BUNKER. By R. H. Ives Gammell. New York: Coward-McCann. $3. A short critical biography of a little-known but graceful nineteenth-century American portrait painter who died at the age of twenty-nine, and was the friend of John Singer Sargent and Mrs. Jack Gardner of Boston.

EARTHLY CREATURES. By Charles Jackson. New York: Farrar, Straus & Young. Clothbound, $1.50. Ballantine Books. Paperbound, 35¢. A new collection of short stories by the author of "The Lost Weekend" and "The Sunnier Side."

EXILE. By St.-John Perse. Translated by Denis Devlin. New York: Pantheon Books. $2. A new, revised edition, with French and English texts, of four long poems by the eminent French poet.

HORNBLOWER AND THE ATROPOS. By C. S. Forester. Boston: Little, Brown & Co. $3.50. No bets should be placed, but this may be the end of the Hornblower saga, for here Mr. Forester takes us back to young Captain Hornblower's very first command, aboard the good ship *Atropos*.

THE HOT AND THE COOL. By Edwin Gilbert. New York: Doubleday & Co. $3.75. A novel centered on the deep blue world of the beboppers, in which a small combo of young musicians tries and fails to make the jump from a small New Jersey nitery to the big time in New York.

JEFF. By Paul Hughes. New York: John Day Co. $3.50. Jeff is the small nine-year-old son of a high-school teacher in a Southwestern town, and this is the fictional record of a year in his life.

KING'S REBEL. By James D. Horan. New York: Crown Publishers. $3.75. A novel about a captain in the Royal Welsh Fusiliers who comes over the sea to help quell the Yankee mobs during the Revolutionary War, and ends up by donning the buckskin.

THE INNOCENT KNIGHTS. By Gil Buhet. New York: Viking Press. $3.50. A novel of tomfoolery and hocus-pocus in a provincial French village, where a schoolmaster erroneously accuses six of his students of filching some honey from his bee hives.

THE LIE. By Peggy Goodin. New York: E. P. Dutton & Co. $3. A novel about a seventeen-year-old who has an illegitimate child out of spite, and who blackmails her parents into claiming the child as their own, so that the miscreant can raise her as her own instead of giving her up to an orphan home.

THE LIFE AND TIMES OF THE DUCHESS OF PORTSMOUTH. By Jeanine Delpech. New York: Roy Publishers. $3.75. A biography of the life and times of Louise de Keroualle, who was born in Breton, became the Duchess of Portsmouth, and was eventually one of the many mistresses who shared Charles II's embraces.

LOST PONY TRACKS. By Ross Santee. New York: Charles Scribner's Sons. $3.95. The reminiscences of an Arizona cowboy who rode the range in the Twenties.

MARK OF THE HUNTER. By Gene Caesar. New York: William Sloane Assoc. $3. A novel about a man who cannot get the killer instincts out of his head after he returns from war. He lives in a lonely lodge, keeps a savage dog, but is in the end turned to butter by the Right Girl.

THE NAKED I. By Roy Chanslor. New York: Crown Publishers. $3. A bedroomy novel about a Hollywood newspaperman who gets mixed up in a very close way with a rising starlet.

THE NATURE OF THE BEAST. By Evelyn Jordan. New York: G. P. Putnam's Sons. $3.50. The beast is passion, and those at its mercy are a young widow, held virtual prisoner by a feudal father-in-law on an ancestral French estate, and the estate manager, who does not marry her, but instead vanishes to Africa to do malaria research.

THE PEOPLE CALLED SHAKERS. By Edward Andrews. New York: Oxford University Press. $6. A biography of the entire Shaker movement, from its beginnings in England during the 1770's under the leadership of Mother Ann Lee to its remaining three small settlements, which are threatened by imminent extinction. The author is an expert on the Shakers, and has been at work on this book for twenty-five years.

PRIVATE INTERESTS. By Nigel Balchin. Boston: Houghton Mifflin Co. $3.50. The action in this novel, which is a kind of British "Executive Suite," is propelled by the death of the head of a large English press shop—a situation that creates all manner of surprising hops, skips, and jumps among the plant's personnel.

PROUD YOUTH. By Alexander Eliot. New York: Farrar, Straus & Young. $3. A first novel by an editor of *Time* magazine about a brother and sister who carry on an incestuous relationship.

REBEL PRINCESS. By Evelyn Anthony. New York: Thomas Y. Crowell Co. $3. An historical novel which portrays the rise of an obscure German princess to power as Catherine the Great of Russia.

STRICTLY PERSONAL. By Sydney Harris. Chicago: Henry Regnery Co. $2.95. A collection of shadow-weight pieces on all sorts of things by a columnist on the *Chicago Daily News*.

SO LONG AS LOVE REMEMBERS. By Russell Janney. New York: Hermitage House. $3.95. A new novel by the author of "The Miracle of the Bells"—a book that caused a considerable glow in the bookstalls across the land—about a young and innocent Viennese musician who comes to America and finds a saintly wife.

THE SWIFT SEASONS. By Helen Train Hilles. New York: Coward-McCann. $3.50. A novel about the heartburn a young New York socialite must endure before she becomes emotionally mature.

THE WAKING. By Theodore Roethke. New York: Doubleday & Co. $3. A new volume of poems by one of the best of our younger poets.

WEST OF THE RIVER. By Charlton Laird. Boston: Little, Brown & Co. $3.50. A big, bruising historical novel which continues the story of the fur trappers, half-breeds, and Indians who peopled the author's "Thunder on the River" (1949).

WHY DO PEOPLE BUY? By the Editors of *Fortune* magazine. New York: McGraw-Hill Book Co. $3.50. A collection of articles from one of the Lucemiremagazines about the present condition of merchandising, selling, and advertising in this country.

WINGS ON HER PETTICOAT. By Betty Misheiker. New York: William Morrow & Co. $3. An autobiography by a member of a Baltic Sea family, centered on Mama, who during the war took her three children by way of Russia and Japan to join Papa, who had settled in South Africa to make his fortune.

WOLF POINT. By Leonard Dubkin. New York: G. P. Putnam's Sons. $3.50. A kind of geographical "Road to Xanadu," in which the author, a Midwestern businessman, reconstructs from all the available records the lives and times of a piece of land near the Chicago River where he has lived for many years. —W. B.

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

The Soft-Boiled Tourist on the Edge of Russia

HELSINKI.

THE world begins to change somewhere east of Stockholm, and when you set down in Helsinki, where two hours more would bring you to Leningrad, you know life is going to be different. For one thing there is no such custom as tipping and for another thing some places charge a nickel for a glass of ice water. Swedish may have seemed about as intelligible as a Patagonian patois, but after you've seen Finnish, Swedish is easy as pie, or rather paj. Take a simple road sign such as "Cykling Förbjuden." Now a man with a pair of aquavits aboard might be able to recognize that as Cycling Forbidden. The same thing in Finnish comes out "Pyöräily Kielletty," and where does that leave you?

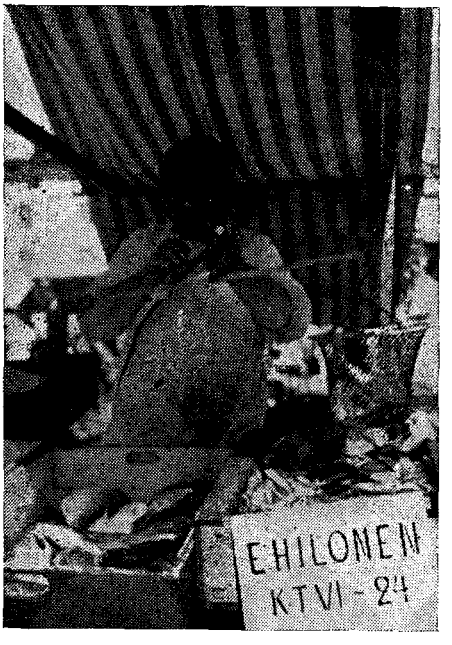
Finnish is supposed to have some relation to Hungarian, but a Finn has told me of spending twenty-two days on board ship with a Hungarian roommate and the two of them never found one word in common. I don't want Mr. Thor Heyerdahl to blow the dust off the *Kon-Tiki* and start another theory-proving adventure, but there are plenty of words in Finnish that look an awful lot like Hawaiian. For example, there is *kukkakaalikeittoa*, which as anyone knows is cauliflower soup, and *mansikkaleivonnainen*, which is another, if impossible, way of saying strawberry tart.

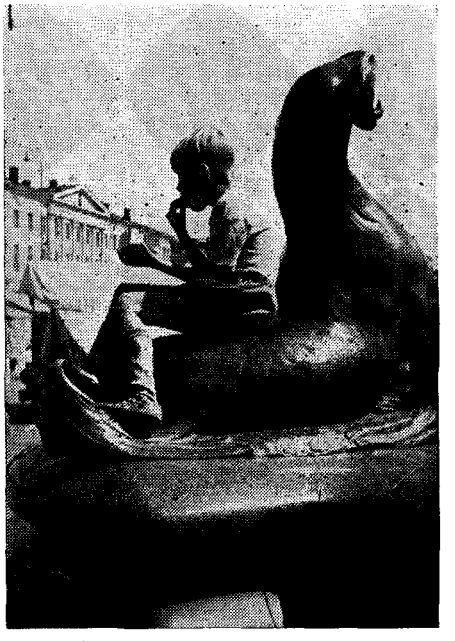
Consider the young Finnish student running off to his first class in grammar and being faced with the declension of fifteen cases, among them *akkusatiivi, adessiivi, allatiivi, inessiivi, illatiivi, translatiivi,* and *instruktiivi.* The word "house," which is *talo,* would run through all these cases and more, but perhaps the only case you had better be concerned with is the adessiivi, *talolla,* meaning "on the house."

I am not sure whether it is to work the kinks out of the tongue from speaking the language or the kinks out of the intestines from drinking the local mash (which is made from wood), but a Finn's grand passion is the *sauna,* or steam bath. Well, maybe steam bath is putting it too mildly, for a sauna is something like a Turkish bath with overtones of sadism, masochism, parboiling, and Salem witchcraft. When a Finn builds his home, they tell you, he builds the sauna first. It is a small wooden building at the edge of the lake. It has a boiler which is filled with stones, and when the stones are hot enough to melt water is thrown over them. Conditions are now unbearable inside the sauna and it is time to get in. After steaming away your dissipations and not a little of your skin you are flailed with a shock of birch branches. Then you go take a running jump in the lake. This is an idea of a good time in Finland.

They start goading you into taking a sauna shortly after you clear customs, and in a few hours in town you realize that if you don't surrender and let them boil you like a knockwurst in a brauhaus kitchen there will be serious reflections on your manhood, nationality, generation, and mother's family. Thus badgered I appeared one dismal day on the roof of the elegant new Palace Hotel, which has the spiffiest sauna in town. Here you can enjoy an unparalleled view of the harbor through the picture windows while you turn purple from the heat.

SAUNAS may be taken together by families or otherwise by groups of one sex. All attendants are women who qualify for the job by being old, homely, and muscular. Lady name of Leena working our sauna had the build and the beauty of Strangler Lewis. We hung our clothes on a hook and she pushed us into the hot box. She went after us with birch branches and a scrubbing brush, and every time I protested she went out to find someone who could speak English. A stream of cashiers, managers, and attendants came to visit, and I can't





FINLAND on Film: These three pictures were part of a morning's work in the great market that spreads across Helsinki's waterfront. With notebook in pocket and camera around neck, *SR*'s representative gathered parts of the story above and some fifty photographs. Markets reflect a nation's atmosphere and are bountiful hunting grounds for photographers. The women at left exude fatigue, the fishmonger in the center catches a foreign air from the strange letters on the sign, the boy at right proves that boys are boys everywhere. If you've been traveling and taking pictures see the inside back cover for information on a free trip around the world.

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

many people since I was six months old.

After a sauna nothing will revive you quicker than two quarts of plasma, but since it would be a frightful gaucherie to suggest it, you'll probably have to limp along with a robust dinner. One of the nicest places in Helsinki is the Valhalla, which from 1750 until 1800 was a harbor fortress. It is still in the harbor, of course, and you will have to take a ferry boat to get there, but it is in the restaurant dodge now, and serving excellent meals in a delightful atmosphere of rose brick walls, polished brass lamps, and light wood floors and furniture. Right in town is the Kestikartano, done up in rustic white pine style rather like the houses of Karelia, an eastern province now partly Russian.

Thanks to the Olympics, Finland has two first-rate hotels. The Vaakuna near the railroad station is a modern structure originally built for the 1940 Olympics, which never took place because of last-minute commitments on the Russian border. When the 1952 Olympics were awarded to Helsinki the town built the Palace, which occupies a few floors of a modern glass extravaganza right on the edge of the harbor. The rooms, the dining rooms, and, all right, the sauna are the quintessence of new design, and the fresh approach that meets your eye gives you, or me, a feeling of continual buoyance. The tariff in Finland for keeping body and soul together is perhaps a narrow cut higher than the rest of Scandinavia, and it will be necessary to pick one's way through a menu to keep from running up a national debt. Odd items such as canned fruit salads and coffee are strangely out of proportion. If money matters, then stay on the table d'hôté.

WHILE on the subject of hotels I had better tell you that Aulanko, the resort a few hours outside Helsinki which was Finland's pride before the war, has become something of a war casualty. The golf course was plowed for crops and never restored, and the food, the furnishings, and the service will prove a rather acute disappointment, especially since there are none of the usual resort *divertissements* to take your mind off the tarnish.

However, there is plenty that is wonderful in Helsinki, and for me one of the most exciting sights is the morning market by the harbor with the potato boats all lined up each day on their own quay, the hundreds of ladies with their heads wrapped in kerchiefs and shawls. Neither do I forget the marketeer who is so effusive with his English that you must buy a box of his currants, nor the Karelia by the Russian incursion who sells *rinkilo*, which are oversized pretzels famous in Viipuri, where he once lived.

If the produce market is primitive, some of Finland's other wares are among the most sophisticated in Europe. Easily the most startling work is the ceramics, almost all of it done in a giant plant on the fringe of town called Arabia—for no other reason than that the onetime peddler who started it had once lived there. Arabia makes a milky-white china after the ancient Chinese grain-of-rice technique, and I can report to you that we have bought half a dozen demitasse cups and saucers at $3.50 each set which sell for $10.50 each cup and saucer in New York. This, as anyone who can work an abacus can see, is a tremendous bargain, but the trouble is that I shall probably be much too nervous to use them. Arabia also underwrites the land's best ceramacists, whose work it sells, and they have produced some of the most fantasy-filled pieces of clay you ever saw while awake. You can find it at Arabia's retail shop or at Stockmann's, both in Helsinki, and let's not talk about the price.

expressed architecturally. The railroad station here is the largest in Europe and is especially interesting since it is the work of the Finnish designer Eliel Saarinen, who also put sling chairs in every garret in Greenwich Village. It is immense, it is interesting, and it is bare of porters.

HELSINKI'S newest sight is its spare, modern Olympic tower, which is appended to the beautiful stadium built by the Finns for the summer games. The view from the top is probably the best in town and is not at all hampered by the cap of steel net that had to be installed after the war when the suicide rate soared alarmingly. Only three officials knew of the arrangements in 1952 when the final bearer carrying the Olympic torch which had been brought in relays all the way from Greece burst into the stadium. The bearer turned out to be Paavo Nurmi. The roar from the crowd was spontaneous and tremendous, and business in Nurmi's haberdashery shop in town has been good ever since.

One of Finland's popular sports is *pesäpallo*, an interpretation of our own baseball. Long skinny bats and gloves without fingers, known as

You can reap a bumper crop of healthful relaxation and recreation – plus festive entertainment and a bounteous fare – in first class on the Nieuw Amsterdam Sept. 28, Oct. 26*, Nov. 14 to Southampton, Le Havre, Rotterdam – arriving in Europe during its most delightfully uncrowded season. Other *thrift season* sailings: Maasdam Sept. 22, Oct. 31, Nov. 23; Ryndam Oct. 8, Nov. 17*, Dec. 12*; Veendam Sept. 18, Oct. 15; Westerdam Sept. 19, Oct. 17, Nov. 14; Noordam Oct. 3, 29, Dec. 5.

*Stops also at Cobh, Ireland

Book now with your Travel Agent

"It's good to be on a well-run ship"

Holland-America Line

29 Broadway, New York 6, N. Y. Offices in Principal Cities

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

A HISTORY OF PSYCHOANALYSIS IN AMERICA

by
CLARENCE P. OBERNDORF, M.D.

This volume presents at last a thorough, authoritative account of psychoanalysis' first 50 years in America. Dr. Oberndorf, one of the first American analysts, formerly president of the American Psychoanalytic Association, brings to this work the vivid detail that only intimate contact can give, and he has presented his material in clear, readable form. Psychoanalysis is one of the key developments of the century: Dr. Oberndorf has given an invaluable guide to all who would know its roots.

$5.00 At your Bookstore or order directly from

G&S GRUNE & STRATTON
381 Fourth Avenue, New York 16, N. Y.

Khedivial Mail Line

VACATION TRIPS MEDITERRANEAN—NEAR EAST—EGYPT

Make a date with the Sphinx—See the beautiful Bay of Naples and historic Genoa—Visit Marseilles—the ancient City of Beirut—the bazaars of Alexandria and thriving Leghorn.

51 day round trip voyages—31 days at sea—20 days in port—Rates $580.00 and up.

Optional shore excursions available. Visiting the Riviera—Damascus—Cairo, Luxor, Memphis—Rome, Florence and Pisa—from $36 to $165.00.

Ask your Local Travel Agent or

STOCKARD & COMPANY INC.
General Agents
17 Battery Place, New York 4, N. Y.

To ITALY By LAI ...of course!

Luxurious "DIPLOMAT" flights Wednesdays, Tourist and First Class flights Mondays and Fridays, to PARIS • MILAN • ROME, by dependable Douglas DC-6's. For complete flights schedules, see your Travel Agent or

ITALIAN AIRLINES LAI
LINEE AEREE ITALIANE
15 E. 51st St., N. Y. 22, MU 8-0331

weeds, are displayed in all the department stores here, but I have been unable to scare up a game since people don't become pesäpallo-happy until the fall. However, I do have in hand a copy of the rules, and you ought to know that first base is somewhere to the left of where the pitcher's box ought to be, second base is where you might expect first base, and third base is pretty much in place. The missile is a hard tennis ball, and pitchers rack up strikes by tossing it in the air so that it will land on the plate. The pitcher and catcher are the same fellow, the umpire runs the game by using wooden signs, or by blowing a whistle. A long and three shorts, for example, means a change of innings. Runners may be either wounded or killed, and the rule book specifically says "uncalled-for use of the voice during the game is forbidden."

The summertime passion in Finland, aside from taking running jumps in lakes following saunas, is the demolition of the crayfish. A crayfish is a lobster who never grew up, and there is a forty-day season during which they may be eaten. Stores display skyrockets, paper lanterns, and special tablecloths embossed with red crayfish—all of which are standard and necessary equipment for a crayfish party. When the season sets in so does ecstasy. People throw crayfish parties, the rockets are exploded, and the crayfish are eaten. Since twelve is par for the course and since one is more or less obliged to dispatch an aquavit with each crayfish, these parties have all the decorum of a riot at the circus. In case you should arrive in Helsinki during the riot season, maybe you had better know that Finnish for *skål* is *kippis*. There is also another form of *skål* which is *hei*, but that one also stands for goodbye, hello, a cheer, surprise, or offense, and if someone takes it the wrong way don't come around me looking for any sympathy.

Despite the fun Finns seem to get out of life, the Russian cloud hangs always in the sky here. Since the Russians have been making war on the Finns on the average of once every fifty years, reparations have become as inevitable as taxes, the presence of Russians as inevitable as death and just as popular. The new 500-mark and 1,000-mark notes depict a symbolic procession of Finns marching, unclothed, toward a bright new tomorrow. This is popularly said to be the Finnish nation after paying the last Soviet war bill. The Russians have also exacted a long-term lease on a tract on the southern coast which is being built up as a military base sealing off the sea route to Leningrad. Now when the train from Helsinki to Turku passes through the Russian base, screens are placed over the windows. The Finns call this the longest tunnel in Finland.

It is a curious sight at the airport here watching the big Scandinavian Airlines plane that will take you westward to Stockholm and the other world, and seeing at the same time three planes with Russian markings that could take you down to Leningrad in less time. The Russian pilots by their own edict must talk to no one, and they stand together on the runway huddling in their own company. It is doubtful that anyone would talk to them anyway since, as I say, they are not very popular. What I would not like to be is a tender-skinned Russian in a Finnish sauna with Leena handling the birch branches. —HORACE SUTTON.

Autumn

By Martha Bacon

MORE beautiful year by year
To me the autumn is
When early frost like fear
Lies ashen at the sill.
No more at dusk the shrill
And wordless exequies
Of Hylas held too dear
Fall lonely on the ear,

Waiting to catch no sound
With silence so beguiled,
Heart, speech, and shadow bound
To the condemnéd world.
Blue iris here uncurled
In spring. Now grieved and wild
Autumn unveils his wound
The oak in blood is drowned.

Bright from his running vein
Is the scarlet he expends
The leaves are the color of pain;
Nail-point, spear-head of gold,
Black, black the root descends
To the grave, the last domain,
And lives to flower again.

Go now in quest of him,
Autumn, festal, forlorn.
The snow weighs down the limb
The vivid leaf is dead,
Nor spring rememberéd,
Nor Christ yet born.
Riding the western rim
Of earth the sun is dim,

So wan, so pearl-pale,
And the snow about to be,
Time's footsteps lag and fail;
Something waits in the pure
Unflowering stillness here,
Spectre of bird or tree
Blue water or blowing sail
Crying "I come! All Hail."

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

Continued from page 26

these are trivial: promotion usually also involves "research," which is rarely anything but statistical confirmation of the minutiae of the opinions and questionable "philosophy" of the professor; and undergraduate, graduate, and summer courses legally required by this lobby-protected system have the effect of crowding out from the studies of prospective teachers the genuine history, letters, and philosophy which might lead an able and critical young person to question some of the absurdities of approved educationist doctrine.

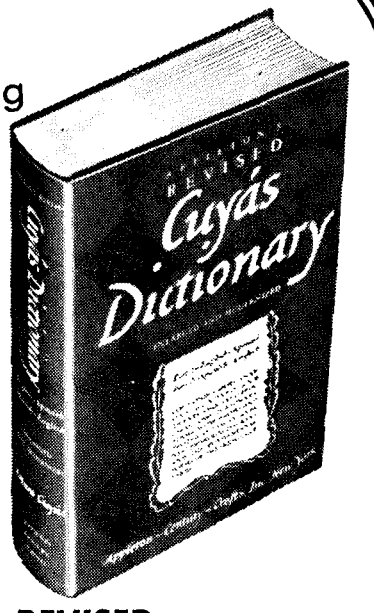
> The real villain of the piece is Educationism itself: its establishment as an autonomous operation, its growth into a tremendous monopolistic enterprise whose inflated course requirements and artificial standards deflect the prospective teacher from genuine educational interests. The heart of the matter, as Professor [A. E.] Bestor wisely remarks . . . , is the cultural isolation of Educationism from the world of reputable letters and science.

The political quackery of educationism consists in reiterated appeals to "the people," meaning not what they think they want but what is proposed by the doctors for their own good. Here is the mystical "general will" of Rousseau, that stalking horse of dictatorship. "To answer in the name of 'the people' criticisms of public education today is Rouseauism at its worst," writes Mr. Lynd. "Consciously or unconsciously, this kind of thinking has probably been the main factor in inhibiting the New Educationist from candidly submitting the basic philosophy of his cult for the approval of a genuine majority of real and separate individuals in the community. There is no other 'people' than the sum of these."

BUT the chief quackery rampant in schools today is philosophical, and Mr. Lynd touches on its history in Rousseau, Pestalozzi, John Dewey, and Professor William Heard Kilpatrick, whose philosophy, he says, "may be described as elementary Deweyism heavily adjectivized." Mr. Lynd thinks "remarkable" the transition from Rousseau's romanticism to John Dewey's "scientific" pragmatism, but surely the coupling of the sentimental account of man with pseudo-science for utilitarian social purposes is as old as Francis Bacon. Mr. Lynd rightly respects the intransigeance of Professor Dewey's logic, once Dewey had dogmatically affirmed the romantic account of man made popular by Rousseau. The philosophical side of quackery in educationdom consists in ignorance by many of its partisans of the ethical import of the Dewey philosophy and in the systematic effort of the superprofessionals to keep school boards in ignorance of its meaning for their own and the community's good.

A parent [writes Mr. Lynd] has a plain right to examine the intellectual authority of any peda-

The world's bestselling Spanish-English, English-Spanish desk dictionary, in a thoroughly revised, enlarged, completely up-to-date edition



APPLETON'S REVISED

Cuyás Dictionary

- Over 9,000 new words and phrases.
- Over 11,000 new meanings.
- 120,000 words, phrases, idioms.
- Expanded coverage of words peculiar to Latin America.
- Special attention to new words in commerce, science, industry.

PLUS: 125 pages of new material — new phonetic pronunciation system — extra help for determining gender of Spanish nouns — enriched and expanded definitions — everything now in alphabetical order, to save time, instead of inconvenient supplements and glossaries. Get your copy of APPLETON'S REVISED CUYAS DICTIONARY today. Indispensable for businessmen, scientists, travelers, students, teachers. 1300 pages. $7. Thumb-indexed, $8. *At all bookstores*

APPLETON-CENTURY-CROFTS, NEW YORK

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

tically to overhaul the educational aims and methods in his community in the interest of any special philosophy. The right is greater when the philosophy is one like Deweyism, which is far removed from the intuitions of most of the nonphilosophizing parents and citizens in this democracy. The right is greater still when the proponents of Kilpatrickism, whom one meets among classroom teachers, are philosophical babes in the wood, whose fervor for the Deweyan educational doctrine is uncomplicated by any real understanding of its basic implications or of the force of competing philosophies. In the strange logic of neo-pedagogy, lack of traditional learning is a proof of emancipation from dogmatism, while respect for the older intellectual disciplines implies a commitment to defend their most reactionary aspects.

Mr. Lynd knows at first hand that "there are intelligent and literate teachers in the schools (an honor undeserved by the communities which pay them so badly), and it is they who have prevented the inflation of quackery in good public schools beyond its present limits." He offers one solution to the whole problem: Double the pay scale! Doing this will attract "a large body of intelligent teachers who are personally educated in something more than the mumbo jumbo of Educationism." This is undoubtedly the most important move to be made at home by parents and all citizens.

Two other lines of action might be suggested to the pundits of American education. First, it is time for an Abraham Flexner report on teacher education comparable in scope, authority, and radicalism, with the study which instituted the reform of medical education. Second, it is time a powerful university swept out its school of education and established a wholly new one based on two traditional ideas. These are: that men are not single but double in their nature; and that history, letters, and religion comprise the best and most available evidence we have about ourselves.

Such a school of education for teachers would assume that the truly human studies and the truly scientific ones are those most useful for the generation which will live its life at the center of the worldwide controversy over the nature, reality, and human possibility of freedom—that is, at the center of a problem which cannot even be observed, let alone solved, except in the light of a durable account of the nature of man himself.

Norfolk Keeps Its Head Above Water

Continued from page 22

fields of study and assistance to the school board.

A comparison of the number of employees ten years ago and currently further indicates the nature of the school crisis as it affects Norfolk. In 1942-43 the city schools required the services of 795 teachers—556 whites and 229 Negroes. In 1952-53 the teaching force increased to 1,067. This term 1,100 will be needed. The latest year for which Negro-white totals are available is 1950-51, when there were 631 and 384.

The school administration in Norfolk and the school board seem fully aware of the physical and other shortcomings, but the city council presently serving seems determined that no operating budget or new building proposals shall be approved before drastic cuts are made.

DESPITE this and other handicaps, including the city's disinclination to approach its statutory bonded debt limit, the school folk have made marked progress, especially in the past few years.

Five new and modern elementary schools have eased the crowding in the lower grades during the past five years and two more will be ready for occupancy during the current term. Under construction are additions to three elementary schools and to one of three high schools. In 1952 an addition to a fifth school was opened. Almost at the construction stage are two other additions and three new buildings are in immediate prospect—one a two-million-dollar junior-high school.

Even with this building program there are still classes in all schools larger than the desirable average and it is not expected that the part-time classes can be reduced during the current term by more than one-half, even with the addition of "temporary" annexes totaling forty classrooms at four schools, intended to accommodate 1,200 pupils.

This, then, is the nature of the public-school crisis in one American city. As everywhere in the nation, there is the certainty that no early solution is in the offing and that there is an abiding and imperative need for laymen to become actively concerned.

Baltic Amber

By Raymond Holden

FROZEN in sunny amber under the sea
Ants that were old when man had yet to be
Rise with the waves. Man knows they are the same
Creatures that he has honored with a name
Finding them in the summer's living grass
Or lying like small jewels of blackened glass
In chambers of raised earth beneath the snow,
Creatures complete a million years ago.
And he knows, too, that his progenitor
Who trod the needle quiet of forest floor
When this which now is amber ran from trees
Was not the shape a looking-glass now sees.
Look how the tawny crystal holds both light
And darkness, both the living creature's night
And the dead pine tree's resin-golden day,
Making a sea-cut jewel which seems to say
Not shifting seas, nor fires, nor glacial cold
Can wipe from earth the satisfactory old.
That which is perfect in the ant, in man
Is imperfection and danger to the plan
Of that which gives his life its dignity,
The furious faith, the need of being free
From the sheaf and prison of conformity,
The passion, not for survival, but to be.
Pity the ant, whose long ascent was done
So long ago, the cold, untroubled one,
Who leaves a stony carapace to blend
With rock in changeless and unending end,
Never to wish to know or not to know
Nor believe that there is somewhere still to go.

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

Continued from page 23

business-as-usual, a comparatively new headache was and is the question about loyalty, Communism, investigations, and academic freedom. The new Congress started out with an investigative bang, promised to look deeply into alleged subversion in schools and colleges. For a while, the headlines might have given the uninitiated the impression that great masses of teachers would have to be purged if the schools were to be made safe for democracy.

Even before the investigations started, strong groups of educators and their allies stood up against what they considered an abridgement of academic freedom. They said they were opposed to Communism and the Soviet police state. But they were also against police state methods in ferreting out subversion. What is more, they suspected the motives of some investigators.

In February Mrs. Agnes E. Meyer, of the *Washington Post* and the National Citizens Commission for the Public Schools, charged that those in favor of school and college investigations "are corrupting the legislative process and debasing the Congressional power of investigation into an attack on the very foundation of liberty itself." She was promptly accused of Communist sympathies by Rep. Harold H. Velde (R. Ill.), who was about to head one of the investigations. Mr. Velde's information proved false, and he apologized. But Mrs. Meyer pointed out that this might be taken as an example of the dangers she had warned against.

Dr. Walter F. Tunks, rector of St. Paul's Episcopal Church in Akron, Ohio, told teachers at the NEA convention: "Let us take heart if we find ourselves accused of radicalism. Radix means 'root,' and getting at the root of things is our business. . . . The teacher is inevitably an interpreter. He cannot avoid making judgments."

At about the same time James B. Conant, then retiring as president of Harvard to become High Commissioner for Germany, vigorously opposed the probes. When the investigations got under way, Granville Hicks, a writer and professor who had been a Communist in the Thirties, told the House Committee: "It would be better to let a Communist keep his teaching job than to upset the whole fabric of academic freedom. This is assuming that this hypothetical Communist is not advocating the overthrow of the American government by force or violence. If he does that, of course, he should be fired."

In the investigation of the public schools and colleges in New York City, action was taken against a number of teachers and professors who, claiming the protection of the Fifth Amendment to the Constitution (self-incrimination), refused to say whether they were or ever had been Communist. The Board of Education, after a hearing, ruled that membership in the Communist Party is sufficient reason for dismissal. The Board of Higher Education, however, ruled that refusal to answer questions about Communist Party membership is not sufficient reason for dismissal. The Board of Education appealed to the courts, and the Appellate Division of the State Supreme Court ruled that refusal to answer questions about Communist Party membership makes their refusal cause for automatic dismissal. The State Supreme Court upheld the law and the action taken under it. In addition, the National Education Association, which had condemned the investigations themselves, condemned also the teachers' refusal to testify and asked its members to speak "fully and frankly," if called.

Last April the Association of American Universities, through its and Princeton's president Harold W. Dodds, set down a few basic tenets

At Last — the MASTERWORK on

MICHELANGELO

Paintings • Sculpture • Architecture

BY LUDWIG GOLDSCHEIDER

$8.50 *wherever books are sold*

9" x 12½"

ONLY PHAIDON could create such a master work — the only complete edition of Michelangelo's paintings, sculptures, and architecture in one supreme, definitive volume.

Many of these 300 superb plates are from entirely new photographs. The large photogravure illustrations possess all the fidelity, depth, and detail that has made Phaidon internationaly famous. The nine carefully selected full color plates are masterpieces of faithfulness to the originals — true color reproduction unequalled in any other art books at twice the price.

The text by Ludwig Goldscheider surveys the opinions of all the leading scholars on Michelangelo. A commentary with bibliography is also included, together with a full catalog. No other volume on Michelangelo ever published has approached this for completeness, beauty, and value.

PHAIDON Publishers, Inc.

Distributed by Garden City Books, Garden City, N. Y.

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

sponsibilities of Universities and their Faculties":

"Free enterprise is as essential to intellectual as to economic progress. . . .

"To enjoin uniformity of outlook upon a university faculty would put a stop to learning at the source. To censor individual faculty members would put a stop to learning at its outlet. . . ."

The teacher's limitations are only "the requirements of citizenship, of professional competence and good taste." Quite obviously, loyalty is one of the requirements of citizenship. Within these limits the teacher is "entitled to all the protection the full resources of the university can provide"—even when such protection invites public criticism. To do otherwise "would invite the fate of the German and Italian universities under Fascism and the Russian universities under Communism."

If the scholar is asked to answer for his convictions, "it is his duty as a citizen to speak out," and "in this respect, invocation of the Fifth Amendment places upon a professor a heavy burden of proof of his fitness to hold a teaching position and lays upon his university an obligation to re-examine his qualifications for membership in its society."

If Congressional investigators abuse their powers, "the remedy does not lie in non-cooperation or defiance" but through the "normal channels of informed public opinion."

Out of all the confusion something may have been learned. Granville Hicks told the investigators if what they found is the best the Communists can do in our colleges, "perhaps we have been too worried about it." He suggested that in constantly pointing out "how much Communism there is, not how little," the stress may have been wrongly placed. Rep. Francis E. Walter (D. Penn.) added: "I am inclined to agree that we are exaggerating the situation now."

The problem is far from resolved. That Communists tried to infiltrate into the American schools cannot be doubted. But it is also clear that exaggerated fear of subversion has by itself undermined the schools. There is less academic freedom in the public schools today than there was in 1940 and teachers are reluctant to consider controversial questions, the National Education Association reported, after a survey of 522 school systems.

▶ The battle of the textbooks—are they subversive?—seems to have subsided in most places. Texas became the notable exception by extending the legal requirement of a loyalty oath to authors of all textbooks used in the public schools. One of the unanswered questions in Texas: What to do about dead authors? On the other hand, Tennessee authorized a committee to study all the books used in the state's schools. No book was found subversive. Vermont turned down a proposal to establish a censorship board for textbooks.

▶ American education went further and further in the discovery of the world. Former Commissioner of Education Earl James McGrath eloquently advocated the teaching of foreign languages in elementary schools, and a few school systems have begun to do so. Despite sporadic outbursts by isolationists against "world-mindedness," more and more pupils learn the facts of the United Nations.

Colleges introduced many courses on Eastern civilization, stressing India and China. A seminar at Mount Holyoke examined "The Revolutionary Forces in Asia."

At any one time of the year, there are now about 30,000 to 35,000 foreign students in 1,400 American colleges, and in the course of the year an almost equal number of American students went abroad.

▶ Amid a burst of controversy and a dean's threat to resign, the University of Chicago abandoned a revolution which had begun under Robert M. Hutchins, then Chicago's president, in the Thirties. Major planks of the revolution had been: compulsory general education; admission to college of fifteen-year-olds, without a high school diploma; the cutting down of undergraduate studies to three years; and the elimination of all pre-professional school specialization. The end of the revolution came with the return to a regular four-year curriculum, which (in most instances) will require a high school diploma, and the introduction of specialized elective courses in the junior and senior years.

After initial fireworks and academic name-calling, peace returned to Chicago. The dean withdrew his resignation. The reformers said that they would retain the content of the general education program. Even boosters of the "young scholars" plan admitted that most parents had grown reluctant to send young boys away from home. Detached observers of American higher education thought that probably the conditions which justified the original revolt have changed so much and the benefits of the revolt have become so firmly incorporated in the entire American college system that the change represented a settling down rather than a counter-revolution.

▶ There are audible rumblings and grumblings on another front: the transition from high school to college. A carefully documented study by three independent secondary schools and three universities pointed up serious flaws: too much repetition in college of subjects taken up in high school; insufficient intellectual meat for bright students; too much scattered tasting of knowledge, especially in the field of modern languages, without mastery of any one field.

▶ Financing the colleges continues to be tough; but leading industrialists, under the leadership of Frank W. Abrams, chairman of the board of Standard Oil (N. J.), formed a top level "council" which aims to aid education. Meanwhile a test suit in New Jersey brought two court rulings that declared it legal for corporations to contribute to colleges, without specified, direct returns to the stockholders. The theory: the greatest benefits of education cannot be listed on the ledger and the liberal arts colleges are as vital to the nation (and to industry) as the research institutes of the big universities. (The decision may be appealed to the Supreme Court.)

▶ The Reserve Officers Training Corps was the target of criticism—most of it friendly and constructive. The critics (who included Princeton's President Dodds and a Colgate University study committee) want an improved ROTC program that presupposes a college level of intelligence; better instructors; a greater university voice in the selection of training officers; and a curriculum which can be linked more closely to the liberal arts program.

▶ Educational television has made considerable progress while the 242 channels, set aside for potential education telecasting, are still being re-

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

claimed—mainly for money reasons. But close to 100 colleges, thirty school systems, and five medical schools, at the last count, were producing TV programs as part of their work. When Western Reserve University, which had 109 "students" enrolled for credit in its TV courses in literature and psychology, had one of the instructors pose a question, it got 1,500 replies by mail from its invisible student body.

▶ The educational foundations were "cleared" of subversive motives in a lengthy Congressional investigation. The gist of the committee's conclusion was that in the main the foundations are doing a good and useful job and they ought to go on doing more of it. Latest reports, however, say that another committee still harbors suspicions and wants to start the investigation over again. (More about that a year from now.)

* * * *

In trying to cast the education news in this same space exactly one year ago, I concluded: "As against the threat by Governor Byrnes that he will shut down South Carolina's public schools if the Supreme Court rules against segregation, the determination of most Americans to get or keep good public schools will probably come out the winner.

"Such confidence may not be considered headline news, but, if proven justified, it could turn out to be the most important news of education in 1952-53."

It was. I believe it will again be in 1953-54. The Supreme Court has deferred its decision on the specific question and has asked the Government, through the Attorney General, for additional information. But today it is more evident than ever that the people want more and better public education and that nobody's privately ground ax is going to stop progress for very long. The official estimate is that there will be ten million more pupils and students in the nation's colleges and schools by 1960, and the official estimate does not specify the race, color, or creed of the added ten million. Perhaps fewer Americans than Governor Byrnes seems to think care about that than about the number and the quality of the schools that will await their children.

LITERARY I.Q. ANSWERS

1. Washington Irving. 2. Henry James. 3. Ralph Waldo Emerson. 4. Gertrude Stein. 5. James Fenimore Cooper. 6. Ezra Pound. 7. e. e. cummings. 8. Ernest Hemingway. 9. William Dean Howells. 10. T. S. Eliot.

"His best book"

—NEW YORK TIMES BOOK REVIEW

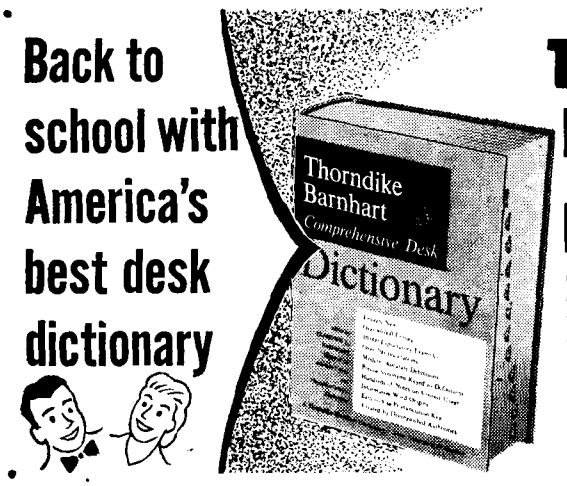
Robert Penn Warren's

BROTHER TO DRAGONS

➡An extraordinary tale, in verse and voices, by the Pulitzer Prize-winning author of *All the King's Men*. It is based on a brutal murder, committed by the nephews of Thomas Jefferson. The events leading up to the murder, and the even more astonishing aftermath, provide the narrative framework for one of the most remarkable poetic achievements of this century.

At all bookstores, $3.50. RANDOM HOUSE, N. Y.

Back to school with America's best desk dictionary



THORNDIKE-BARNHART
COMPREHENSIVE DESK
DICTIONARY

Over 700,000 in print! The "revolutionary low-priced desk dictionary" featured in **Life, Time** and **Reader's Digest.** Over 80,000 entries, 700 illustrations, 896 pages. $2.95 standard; $3.50 thumb-indexed; $3.95 flexible, thumb-indexed. *At all booksellers*

DOUBLEDAY

AFRICAN NEGRO CARVINGS
Hand carved by native craftsmen working with primitive tools on fine native hardwoods.
STATUETTES 5 inches tall Only $2.00 postpaid
These are originals. No two exactly alike.
Illustrated Circular on request.
EAST-WEST 491 Lawrence Rd., Dept. 2 West Hempstead, L.I., N.Y.

ATTENTION: AUTHORS!
If you are an author—with a manuscript of fiction, non-fiction or poetry, we can help you to place your book on sale! By means of our *different* cooperative publishing plan, you can have your book attractively designed, promoted and advertised at a moderate cost. Send today for our free booklet, *Publishing Your Book*, or send your script for a free estimate and editorial report.
COMET PRESS BOOKS
11 West 42nd, N. Y. 36

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

Albany Makes a Start

Continued from page 22

Albany, and to publicize the need for improvement wherever necessary.

The CCAPS's progress during its first year was slow, largely because several key leaders moved across the city line into the suburbs or were unusually busy in their professions. Only a few executive committee meetings were held, and no liaison of any consequence was established with the Board of Education. The Board viewed the committee warily but hopefully—wary lest its members were not friends of public education, but hopeful that they were.

LEAN as that first year was, it was not wasted. Many of the group, of which I was one, did a lot of reading, talking, and thinking; and gradually we got the feel of just how an effective citizens' committee could work constructively for the schools.

Progress was considerably better during our second year, starting in September 1952. We held regular meetings of our executive committee. We had more and more meetings of subcommittees. We had an increasing number of interviews with the school board, the superintendent of schools, and other public-school personnel, who slowly began to realize that we *did* want to help constructively—that we *were* genuinely interested in the schools and the welfare of the children. We sought and received advice and information from willing, qualified representatives of the New York State Department of Education, the New York State School Boards Association, the New York State Teachers Association, the New York State Citizens Committee for the Public Schools, the National Citizens Commission for the Public Schools, the National Education Association, and other organizations interested in better public schools. We held three public meetings at which we presented or had discussed timely topics pertinent to public education in Albany.

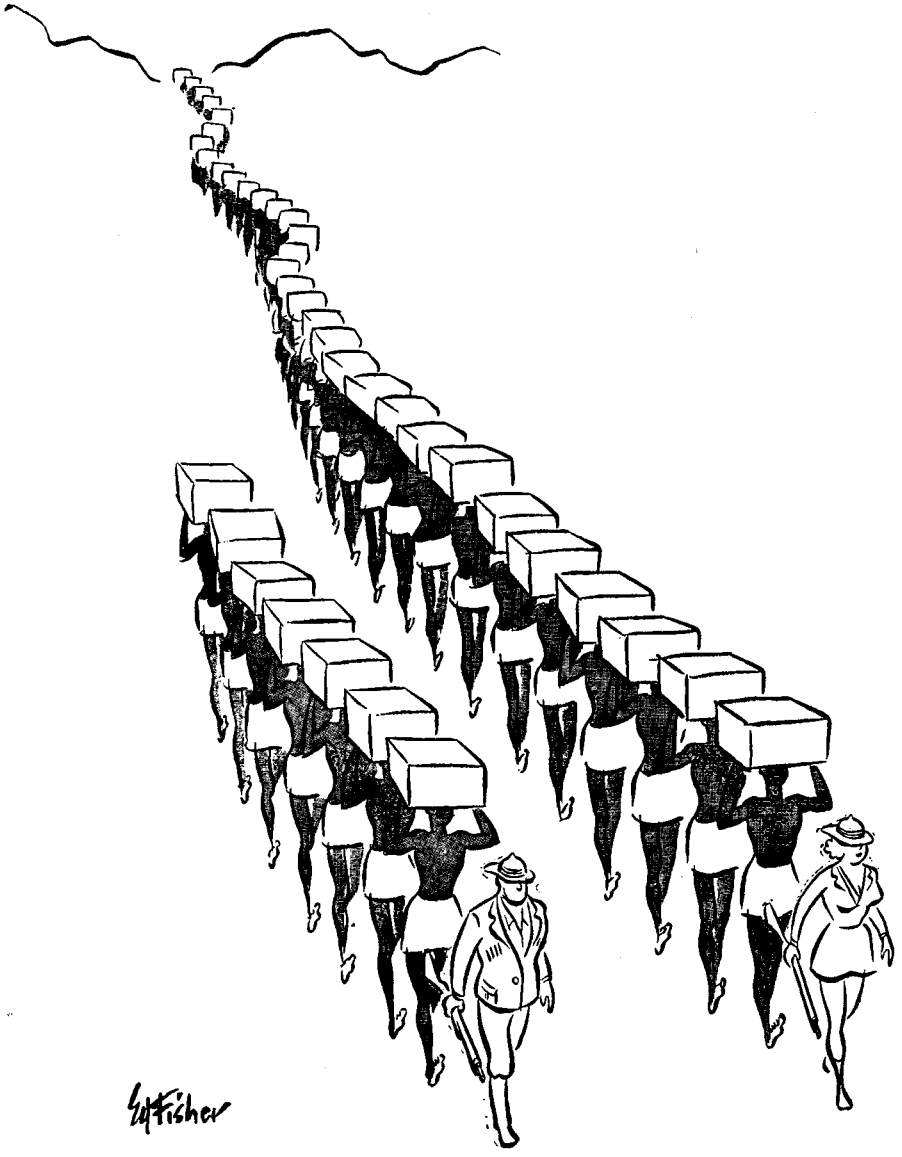
Looking back at the efforts of our second year, we cannot help but feel that we have advanced, that we have made a good start, that we are heading in the right direction. We have established a good working relationship with the board of education, the superintendent, and other school officials. Before such a relationship can be effected two basic attitudes—not always easily realized—are essential: citizens must be willing to help the school officials and school officials must be willing to be helped. We believe both attitudes have been accomplished in Albany. At our annual meeting last May a member of the school board, as our main speaker, discussed "The Citizen's Role in School Affairs." He followed his formal presentation by helpfully answering many questions.

For most of our committee's young life a number of P-TA leaders seemed uncertain as to whether CCAPS was good or bad for Albany's schools. But we believe that our third year, starting within a matter of days, will see P-TA and CCAPS working in much closer cooperation. In fact, many of our executive committee and members have already been and are continuing to be active in P-TA groups.

We are slowly, but I believe surely, becoming a better informed group. In our studies, which were limited to elementary schools, we have found that America's number one school problem—overcrowding—is not Albany's biggest school headache.

Albany's total population has increased only slightly (3.4 per cent from 1940 to 1950) and, as yet, has had no great effect on the total public school population. In fact, the total elementary public school enrollment last year was close to what it was thirty-five years ago. However, within the city newer neighborhoods have had large increases (*e.g.*, twenty-eight per cent in one ward from 1940 to 1950) while older sections reported decreases in total population. The net result: a few schools with large enrollments. Moreover, because of an increased birth rate during the postwar years, overcrowding will be a greater problem within the next five years—unless additional facilities are provided.

Our studies have shown us that we Albanians face a much greater school problem—that of replacing a large number of old, outmoded elementary schools with modern schools. Fourteen



PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

public schools were built between 1870 and 1890, ten of them being from seventy to eighty-three years old. These fourteen schools were all built before Public School 24, an elementary school that had been rapidly consumed by fire—with no loss of life, fortunately—in February of this year. The fifteenth elementary school is forty-nine years old and the remaining eight are from twenty-eight to thirty-nine years old.

The mayor and our school board recognize the need for replacing these older schools with modern buildings. Even before School 24 was destroyed by fire the mayor disclosed that he was considering a plan to abandon six of these older schools—one of them being School 24—and to consolidate the classes served by them into two new buildings. The city government has already approved the construction of the first of these.

FOR our third year our study program will include public education financing, fire safety of school buildings, recreational and playground facilities. As we enter this new year we plan to follow the six guiding principles found necessary by citizens committees throughout the USA:

1. Be representative of the whole community.
2. Keep well informed—the process of gathering, digesting, and passing on information is all-important.
3. Earn the confidence of the community through tangible achievement and services.
4. Strengthen the work of the parent-teacher and other school-minded groups through teamwork, close liaison, and by not duplicating efforts.
5. Work cooperatively with school boards and school superintendents, but maintain independence of thought and action.
6. Remember that the citizens' committee studies, interprets, and recommends but that policy decisions rest with the board of education.

Our story is not yet a success story—a story of tangible achievements. But it can be; and it will be—provided we and the other school-minded groups in Albany live the remainder of the story in terms of those guiding principles. We shall do our level best to carry them out so that we will play our part in the great awakening of the twentieth century in the field of public education—the awakening of American citizens to their responsibility for their public schools.

Publishers of books
for the general public
and of textbooks for schools
and colleges since 1866

HENRY HOLT AND COMPANY, INCORPORATED

383 Madison Avenue, New York 17

SUBSCRIPTION ORDER FORM

The Saturday Review

25 West 45th Street, New York 36, N. Y.

Please enter my subscription to SATURDAY REVIEW for the term indicated below:

☐ One year . . . . . $ 7.00
☐ Two years 12.00
☐ Three years 16.00

Please note: The above rates apply to the United States and its possessions, Latin American countries and Spain.
Canada: One year $8, Two years $14, Three years $19.
Other Foreign: One year $9, Two years $16, Three years $22.

Payment is enclosed ☐ Please send me a bill* ☐

Name_____

Address_____

City_____ Zone____ State_____

* *Payment is required with the order on subscriptions outside the continental limits of the United States.*

SR

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

The Schoolman's Bookshelf

EDITOR'S NOTE: *Since* SR's *last roundup of books in the field of education, printed in its issue of March 7, a number of important works have been published. Some of the more outstanding are described below.*

EDUCATONAL WASTELANDS: THE RETREAT FROM LEARNING IN OUR PUBLIC SCHOOLS. *By Arthur E. Bestor. Urbana: University of Illinois Press.* 223 *pp.* $3.50.

H. G. Wells once noted that "modern civilization is a race between education and catastrophe." In that vein of urgency Arthur E. Bestor, professor of history at the University of Illinois, takes to task a number of current practices in American education. He blames the "interlocking directorate of educationists" for watering down liberal education into meaningless curricula, discouraging intellectual development and independence on the part of public-school teachers, and substituting unrealistic pedagogy for scholarly competence. Professor Bestor suggests remedial actions, calling for more rigorous training of all students in the rudimentary arts and granting teachers real academic responsibility and freedom. This book is scheduled for publication on October 26.

EFFECTIVE HOME-SCHOOL RELATIONS. *By James L. Hymes. New York: Prentice-Hall.* 264 *pp.* $4.65.

Here are some lively and sound suggestions, by the author of "Understanding Your Child," on the best ways of establishing good relationships between teacher and parent through observation and participation, group meetings, and personal contacts.

THE FUNCTION OF THE PUBLIC SCHOOLS IN DEALING WITH RELIGION. *By the Committee on Religion and Education. Washington, D.C.: American Council on Education.* 145 *pp.* $4.50.

The samplings of this questionnaire-study reveal examples of planned religious activities in some public schools, but finds avoidance of religion to be the common practice. Prompted to find a proper place for religion in public education without endangering the separation of church and state, the committee suggests as a promising approach the "factual study of religion when and where intrinsic to general education." A recent result of this study has been a $60,000 grant by the Danforth Foundation of St. Louis to develop "religious literacy" in a number of teacher-training institutions.

EDUCATION AND SOCIAL INTEGRATION. *By William O. Stanley. New York: Columbia University Teachers College.* 290 *pp.* $4.50.

W. O. Stanley's aim in this volume is "the diagnosis of the cultural matrix of contemporary education." The result is a general survey of the significant ideas contributed to our culture by sociologists, philosophers, economists, and literary figures. Both the research and the readability of this study are formidable.

IMPROVING TRANSITION FROM SCHOOL TO COLLEGE. *Edited by Arthur E. Traxler and Agatha Townsend. New York: Harper & Bros.* 165 *pp.* $2.75.

For the past twenty years the Committee on School and College Relations of the Educational Records Bureau has been working to improve the procedures for student transfers from secondary school to college. In its latest study it methodically charts present-day practices and points to problems that require further attention.

STUDENT CHARGES AND FINANCING HIGHER EDUCATION. *By Richard H. Ostheimer, New York: Columbia University Press.* 217 *pp.* $3.50.

The latest volume in a series of studies undertaken for the Commission on Financing Higher Education, this analyzes the impact that further student-tuition rises would have on college and university revenues, on student enrolment and equality of educational opportunity, and on the quality of higher education itself. Mr. Ostheimer's conclusions indicate that, while a rise in tuition moderately helps to supply badly needed revenues, it also tends to decrease enrolments and proportionally raise an economic barrier to higher education. While overdependence on financially able students may have some adverse effects, the author believes that general improvement in educational facilities could be effected by such added income. The social and economic dilemmas faced by college and university administrators are clearly accented here.

GRINNELL COLLEGE. *By John Scholte Nollen. Iowa City: The State Historical Society of Iowa.* 283 *pp.* $5.

About the middle of the last century the Hawkeye State saw the founding of a town and college by temperance-minded Josiah B. Grinnell. Since then Grinnell College has developed a sturdy tradition which is minutely chronicled by one of its late presidents, J. S. Nollen. Much of the story goes beyond dry recital of names and events by the inclusion of pertinent historical backdrops.

THE MANAGEMENT OF UNIVERSITIES. *By Samuel P. Capen. Buffalo, N.Y.: Foster & Stewart.* 287 *pp.* $4.75.

Four decades of distinguished service to the cause of higher education lend weight to the views expressed by Samuel P. Capen, chancellor-emeritus of the University of Buffalo, in this collection of essay-speeches. Although most of them were delivered in the Thirties, their present republication adds an incisive and eloquent voice to those who defend our institutions of learning as an arena where unfettered inquiry works to benefit both community and industry. Chancellor Capen ranges in his discussion from how universities generally should be managed to responsibilities that settle on administrators and faculty alike.

THE SCHOOLHOUSE AT PRAIRIE VIEW. *By Marshall A. Barber. Lawrence: University of Kansas Press.* 84 *pp.* $2.

The late Marshall A. Barber, a scientist noted for his work on malaria, draws an informal sketch of what country school was like in Southeastern Kansas in the 1870's and later. It's an absorbing bit of Americana showing a farm-boy at work and play, learning the rudiments of reading and writing with refreshing eagerness.

—SIEGFRIED MANDL.

Traveler

By Margaret Widdemer

AS I went laggardly toward the train
(Slow-footed people are always dreamers)
Between gray walls and a grayer rain,
I saw "This way to the ocean steamers."

My body was promised to something staid,
It plodded on to what time was bringing,
But my wild mind suddenly laughed and played
And off and away it ran swift and singing;

It found the road to a shining day
Where flags snapped sharp in a bright wind blowing,
And whistles called where a tall boat lay
And new worlds blossomed where I was going!

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

Aviation

Continued from page 37

high percentage of existing well-authenticated primary sources. Among those accessible were the lectures and writings of the Wright brothers and of Octave Chanute, reliable sources, most of them in the public domain, open to anyone. More highly colored, but far less reliable materials appear under copyright in books by John R. McMahon, Elsbeth Freudenthal, and Clara Studer. There were also the publications of the Smithsonian Institution. (In fact, a bibliography recently prepared by the Library of Congress lists more than 1,700 Wright items at present available in print, exclusive of newspaper materials.)

YET with all these sources, and only these, this reviewer believes the Wright chapters of "Ceiling Unlimited" could hardly have been written. In any case, it is evident that they were not so written. Air historians will have little difficulty in recognizing in them much material made familiar by Fred C. Kelly in "The Wright Brothers," the biography authorized by Orville Wright, and in "Miracle at Kitty Hawk," an edition of selected letters from the Wright Papers in the Library of Congress. This reviewer has counted in "Ceiling Unlimited" no fewer than thirty-nine quotations from Wright letters first published by Kelly and hitherto accessible only to him, besides numerous instances of paraphrasing both from the edition of letters and the biography.

The odd fact, which prompts such a marshaling of evidence, is that Morris and Smith have not felt it necessary to acknowledge their debt to these sources or to any sources used in "Ceiling Unlimited," except in a few instances of direct quotation, usually direct discourse. This reviewer realizes that the book was intended as a popular and not a scholarly work, and that footnotes would have been an encumbrance. He realizes, too, that pleas of "fair use," "accepted historical practice," and "common sources" will be invoked against his criticism. He remains convinced, however, that where the debt of one author to another is clear, and where the borrowing materially affects the quality and authenticity of his work, failure to make a plain and simple acknowledgment of the fact is a dereliction. The omission of this duty by Morris and Smith mars a work for which they are otherwise entitled to high praise.

Day of Small Things

By Leonard Bacon

DEAR Lord! The towns where I have been,
Oblivious of my Maker's bounty!
Bluefields, knee-deep in mud obscene!
Or Burnsville in Autauga County,
Where little was to hear or see,
That fits with painting or with singing,
Save an old man, in slow ennui,
The thin neck of a chicken wringing.
Or Melville, where blue peaks afar
Look down, incredulous, on man's
Great acts, which all too clearly are
Concerned with bottles and tin cans!
Or Kona!—There the tiger ranks
Of King Kaméhameha massed,
Where functional Socony tanks
Rust their way slowly toward the Past.
Yet once I watched there near a reef,
While a fogged sun obscurely set.
Against pale glare in dark relief,
A native fisher cast his net
O'er waters that gave back the gleam
Of grim light dying all alone.
Homer, perhaps, could build his dream
Out of dull places he had known.

Chinese Horse (Han Dynasty). Orig. Metropolitan Museum of Art. 7 inches high. $3.50 *ppd. mail. ch.*

Handmade
Sculpture Reproductions of Museum Originals
$2 to $50

from The Louvre
The Metropolitan Museum of Art
The Museum of Modern Art
The National Gallery of Art
The Walters Art Gallery
The Worcester Art Museum
The Detroit Institute of Arts
The Berlin Museum

NEW 84-PAGE CATALOG

Complete collection of authentic sculptured reproductions . . . cast in molds made directly from the originals . . . each SAME SIZE, EXACT SHAPE and finish as original bronze, marble, terracotta, etc. Beautifully photographed and fully described. You'll use the catalog constantly for unusual gifts—for men, women, children. For your copy, send 25¢ in coin only.

MUSEUM PIECES
114 E. 32nd St., Dept. SR-4, New York 16, N. Y.

TEXTBOOKS
OF ALL PUBLISHERS
for Colleges & Schools
Used & New
Wholesale Retail
BARNES & NOBLE INC
105 FIFTH AVENUE NEW YORK 3, N. Y.

BUY U.S. SAVINGS BONDS

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

HOMOSEXUALITY—
its causes,
its prevalence,
its cures

Society and the Homosexual

By GORDON WESTWOOD

IGNORANCE, fear, sensationalism have branded the homosexual as a criminal. Here, at last, is a frank, extensive study—written so that everyone may understand — revealing, as few books have ever done, every phase of this prevalent problem. It forthrightly answers such questions as: What causes a man to become homosexual—parents, environment, seduction or glands? . . . Where should we look for cures — church, psychiatry, books, or abstention? . . . How effective are laws—do they prevent or promote homosexuality? . . . Where do homosexuals meet? . . . Should they marry? . . . How may you help in understanding and preventing this problem? Full of case histories, with an introduction by Dr. Edward Glover, F.B.P.S., outstanding psychiatrist and author of *Freud or Jung.* etc. — this book carries a vital message for all who fight for a happier, healthier society — parents, teachers, doctors, lawyers, and ministers. $3.00

ORDER YOUR COPIES ON OUR MONEY BACK GUARANTEE

To your bookseller or
E. P. Dutton & Co.,
286 Fourth Avenue, New York 10

Please send me.....copies of SOCIETY AND THE HOMOSEXUAL by Gordon Westwood at $3 a copy. If at the end of 10 days I am in any way dissatisfied, I understand I may return book(s) for a full refund.

Name.....

Address.....

City.....Zone.....State.....

REFLECTIONS ON LIFE
by Dr. Alexis Carrel
author of *Man the Unknown*
"the clear touch of a limitless spirit and a philosophy of extraordinary depth."
$3.00 *CHARLES A. LINDBERGH*
Hawthorn Books, Inc. N. Y. 11

Are you an **AUTHOR** looking for a publisher ?

TIME Magazine (June 23, 1952) says of EXPOSITION: "Gives its writers a contract whose terms are frank & clear, sends out review copies & releases, builds publicity & promotion . . ."

Send for free 32-page brochure **"WE CAN PUBLISH YOUR BOOK"**

EXPOSITION PRESS
386 Fourth Avenue • New York 16, N. Y. Dept. L

Let's Globalize Our Universities

Continued from page 14

of their reduced stature in the modern world.

WHEN Churchill proposed last May that a high-level conference with the Soviet Union be held, "confined to the smallest number of powers and persons possible," irritation ran high in Paris for fear that France might not be ranked among the few great powers. It is not hard to see that the greatest single problem in American foreign policy is to determine the place which Western Europe must hold in the new system of America's world relationships. In Iran, Egypt, Indonesia, Southeast Asia, China, and Africa, American foreign policy has since 1945 been continuously trying, clumsily and empirically, to establish a scale of diplomatic, strategic, and human values between old empires and new peoples. Ultimately the new values and proportions will be established in our foreign policy, as they will in the college curriculum. Can they be established soon enough and effectively enough? History is ahead of schedule. Events which we vaguely assumed in my college days might happen toward the end of the century are happening right now. The great thunder of their consequence is already on the horizon. We cannot escape the sensation of the concentration and speeding up of events which Europe felt after Columbus and Luther; and which the habits and practices of slower paced generations had difficulty overtaking. A Zulu mineworker once collided heavily with me as he dashed down a Johannesburg road towards the railroad depot. "Ha! Sorry, Baas," he said, "time is few!" and dashed off to catch his train. In Asia and Africa, time is few, very few.

It is of the greatest importance that we do not see the new materials or courses which are here recommended as simple additions or replacements. Unless they are also seen and accepted as a new ferment, a new modifying substance within our intellectual environment, they will do no more than crowd the curriculum and irritate faculties. A penetrating understanding of Russian history is at the same time a revision of American history. To bring the religion or philosophy or economics of Asia into our intellectual consciousness is to modify all else within that consciousness. It is in part a rewriting of American history to be forced to recognize, as I am sure we honestly must, that the most important ally the Soviet Union has had in its unsettlement of the colonial relations of the modern world has been the United States. At this moment of tragic confrontation it is a blow to recognize that the anti-colonialism which was bred of the American revolution involuntarily joined forces with Leninist anti-imperialism to erode the already weakening foundation of Western Europe's colonial systems. The same factors have a responsibility for creating the power vacuums in the Middle East, Southeast Asia, Germany, and elsewhere, each of which, to change the figure, can become the trigger of war. This is a revision of American history that could lead us to look with greater tolerance and understanding upon the individuals whom we are now ignobly blaming for the collapse of our relations with China. We might learn that the industrial and economic procedures that give us power and security will, for a very long season, be a brutal upheaval in the lives of the unscientific, superstitious peasantries of the earth, and that even without Communism there is bound to be new radicalism on the face of the earth.

Education in a democracy is a form of statesmanship which seeks a wise middle course between participation and isolation. One reason for the existence of universities is to provide an intellectual refuge for those who know how to honor and reward the privilege. But there are periods when the compulsion towards participation is strong. A merely passive spectatorship of our uneasy world is unethical. The humanities today cannot be a shelter from the world of action. If scholars refuse to admit this they must not be unhappy if the world of action ignores them.

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

Continued from page 39

publisher continues to tease his readers, as in other reprints, by not stating the date of original publication; and in this book by not telling whether it was printed in Great Britain or the U.S.A.

Notes

DESPONDENT YOUNG FRENCHMAN: Jean-Louis Curtis's fifth novel, **"Lucifer's Dream"** (Putnam, $3), indifferently translated from the French by Robin Chancellor, is tinged with existentialist despair. It is a story of the spiritually disinherited: Marceau Le Guern, born an orphan and raised until he was eighteen in a Catholic institution, never believes that the ancient and crumbling morality of prewar Europe had any claim on his allegiance. As he is handsome, it is easy for him to become Mme. Alice's gigolo; his conscience rebels sporadically, but does not force him to work. He spends most of World War II (which he finds totally meaningless) in a stalag; when it is over he returns to Alice. After he falls in love with Dominique and at last has motive enough to think of making money he finds that Alice's hold is so diabolically strong that he must kill her to be free. With this oddly inconclusive disaster the book closes. In order to destroy evil Le Guern has had to damn himself, but the reasons why are never made clear.

—NICOLAS MONJO.

EVERYMAN'S CRIME: A first novel by Seymour Shubin, **"Anyone's My Name"** (Simon & Shuster, $4), offers more in the way of sociological commentary than it does in esthetic achievement. Paul Weiler, writer of "fact detective" stories, is burdened with guilt because he distorts, underrates, and falsifies the life situations of the people who supply him with his material. Unfaithful to his wife, he is made to commit the unlikely murder of another lover of Claire Crisponi, the other woman who has solaced him. His prostitution of his love and his profession lead Weiler to the electric chair. The reader must content himself with the Polonius-like sententiousness of the well-worn thought that had the hero been true to himself he would not have been false to any man. But the attempt of the title to make a kind of Everyman of the protagonist is borne out by no effort in these pages to create probable or compelling situations.

—N. M.

EXPRESS FOR ETERNITY: Only a lichen-like grass covers the great valley in which the train stops, says Robert Nathan at the opening of his new fantasy, **"The Train in the Meadow"** (Knopf, $2.75). But readers who get

The Criminal Record

The Saturday Review's *Guide to Detective Fact and Fiction*

Title and Author	Crime, Place, and Sleuth	Summing Up	Verdict
A HIVE OF SUSPECTS *Sheila Pim* (British Book Centre: $2.75)	Sourpuss Irish mine-owner dies untimely; actress niece is viewed askance.	Bees buzz briskly in yarn having color, charm, despite some clumsiness.	Uneven but entertaining
DEAR DEAD DAYS *Jay Barbette* (Dodd Mead: $2.50)	Singing gal plunked in Midwest tangle involving fancy press setup; photographer tells yarn.	Elaborate plotting, timing make for uneasy reading; characters mixed lot.	Underexposed
THE CASE OF THE COUNTERFEIT COLONEL *Christopher Bush* (Macmillan: $2.50)	L. Travers, British eye, takes on routine search that zooms into murder.	Opens nicely, but gets into heavy tangle; solution obvious early.	Overplotted, overloaded
SPINSTERS IN JEOPARDY *Ngaio Marsh* (Little, Brown: $3)	Erudite Chief Insp. Alleyn, wife, child, take Riviera jaunt; death takes no holiday.	Weird cultists, dope ring, similar stock props mar typically admirable craftsmanship.	For devotees, and she has (and deserves) many
THE INNOCENT ONE *James Reach* (Coward-McCann: $2.75)	Youth acquitted of sex murder in Freudian dither; lots of things happen.	Largely stream-of-consciousness; lacks fluency and suspense factor.	Clinical, frenetic, unlively

—SERGEANT CUFF.

TRY CORTINA'S SHORT-CUT TO

MAIL COUPON FOR

FREE RECORD

START SPEAKING

SPANISH or FRENCH

ALMOST OVERNIGHT!

MAIL coupon for two-sided, non-breakable record and sample lesson. BOTH FREE! Listen as native instructor speaks to you on record. Let your eyes follow words in sample lesson at same time. Before you realize it, you'll be chatting whole sentences in your new language—you gain *a perfect accent* (that's all you hear!). You don't learn "grammar" as such; you learn CONVERSATION.

MAIL COUPON NOW. There are no "strings" to this offer. But it may end soon. Hurry! Rush coupon with 25¢ to help cover cost of special packing, shipping. We'll also send FREE book describing full Cortina course. No obligation.

Also: GERMAN ITALIAN RUSSIAN JAPANESE BRAZILIAN

CORTINA ACADEMY
(Originators of Phonograph Method)
Dept. 839, 105 W. 40th St., New York 18

MAIL AT ONCE FOR *Free* RECORD

CORTINA ACADEMY, Dept. 839, (Est. 1882)
105 W. 40th Street, New York 18, N. Y.
Please send me a FREE sample record and lesson in (check one) ☐ SPANISH ☐ FRENCH ☐ RUSSIAN ☐ GERMAN ☐ ITALIAN ☐ JAPANESE ☐ BRAZILIAN and complete information about the full Cortina course. Enclosed is 25¢ (stamps or coin) to help cover the cost of special packaging, shipping.

Name.....
Address.....
City.....Zone....State.....
☐ VETS—Check here if discharged since June, 1950.

UNIVERSITY EXTENSION IN THE UNITED STATES
By John R. Morton.
Report of a study made by the National University Extension Association with the assistance of a grant from the Fund for Adult Education.
xvi, 144 pp. September 20
Paper, $1.00; cloth, $2.25

PEOPLE'S COLLEGE
A HISTORY OF MISSISSIPPI STATE
By John K. Bettersworth
xii, 471 pp. $4.75

HISTORY OF THE UNIVERSITY OF ALABAMA
Vol. 1 1818-1902
By James B. Sellers
About 650 pp. October $5.00

UNIVERSITY OF ALABAMA PRESS
Drawer 2877, University, Alabama

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

out and stretch their eyes as well as their legs will detect a considerable acreage devoted to that old staple, corn.

The train, of course, is the death express, pausing on its way to eternity to let the earth-bound Flyer slide by. But it, too, pauses while the authorities check passports and the like (what a view of celestial efficiency Mr. Nathan has!), and during the pause the author's imagination runs tame. Aboard the express are a couple of German refugees, a former American President, a priest (naturally ruddy), a waitress (unnaturally red-headed), a Communist, a has-been singer, a salesman who once knew the waitress, a widow, and an orphan who doesn't have a passport. The orphan gets to talking with a fragile young girl from the Flyer who gives him her papers so that he may be officially entitled to heavenly mercy and takes on herself thereby an orphan's hard lot on earth. Mr. Nathan's idea of a hero is as quaint as his notion of God.

There are moments of wit and delicacy in the conversations of his characters, but they are few and unrelated. The whole effect is that of a *story that has been machined out of* plastics instead of poetry; it whirrs but it wants wings. One is willing to grant fantasists privileges with all kinds of Time except one—the reader's. —CHARLES LEE.

BLACK-AND-TAN TRAGEDY: M. F. Caulfield, an Irish journalist, has written a first novel that is both tragic and exciting. The hero of **"The Black City"** (Dutton, $3) is Hugh Kelley, a member of the underground Irish Republican Army in Ulster; his hatred of the British began when the Black and Tan murdered his father. Preoccupied as he must be with terroristic plots—bombing police stations, holding up banks for funds—he and his fellows live the nervously hedonistic lives of marked men. Hugh's love for Maura Nolan cannot be kept separate from his political life; her brother turns informer and it is Hugh who must shoot him. Patriotism robs him of his love and eventually of his life. But it is not only a personal tragedy that concerns Mr. Caulfield. He has attempted to show an entire city wrenched apart in Protestant-Catholic riots. The early scenes in which he strives for a panoramic effect are weaker and more sketchy than the later ones; his authority increases as he centers his attention on Kelley's problems. But if his commentary on Irish politics is inconclusive, his concern with the effects of violence on individual men is humanely partisan and splendidly indignant. —N. M.

CLASSIFIED

CLASSIFIED ADVERTISEMENTS are accepted for things wanted or unwanted; personal services; literary or publishing offers, unclassified elsewhere; miscellaneous items appealing to a special intelligent clientele; jobs wanted; houses or camps for rent; tutoring; traveling companions; ideas for sale; opinions (limited to 50 lines). All advertisements must be consonant with the character of The Saturday Review. Rates: 35¢ per word; 10-word minimum. Count 2 extra words for Box and Numbers. Rates for several insertions—52 times 27¢ a word; 26 times 29¢ a word; 13 times 31¢ a word; 6 times 33¢ a word. Full payment must be received seventeen days before publication. We forward all mail received in answer to box numbers and submit postage bills periodically. Mail to be called for at this office will be held 30 days only. Address: Personals Department, The Saturday Review, 25 West 45 Street, New York 36, N. Y.

LANGUAGES

FRENCH WITHOUT TEARS! Group Soirées; beginners, advanced. New conversational method. Telephone Butterfield 8-0881 (NYC) evenings.

FRENCH BY REFINED FRENCHMAN, Paris University graduate. Telephone CIrcle 7-2814 (NYC).

LITERARY SERVICES

BIBLIOGRAPHIC AND OTHER RESEARCH: NATIONAL RESEARCH CENTER, 422 Washington Building, Washington, D.C. STerling 3-3480.

GHOSTWRITING, fiction, articles, theses, books, plays, etc. NORBERT MURRAY, 501 East 73 St., NYC. TRafalgar 9-3112.

MANUSCRIPTS, RESUMES, THESES typed intelligently, promptly, reasonably. Stencils a specialty. MIRIAM LANCASTER, Hotel Vanderbilt, Park Ave. and 34 St., NYC. MUrray Hill 3-4000; evenings, GRamercy 5-1745.

MANUSCRIPTS PROFESSIONALLY PRESENTED. Tape recordings transcribed. Quality typing at reasonable rates. STILLMAN ASSOCIATES, 1278 Third Ave. (at 73 St.), NYC. TRafalgar 9-9177.

MANUSCRIPT TYPING: Intelligent, inexpensive. AMBASSADOR OFFICE SERVICE, 17 East 48 St., NYC. PLaza 5-1127.

MANUSCRIPTS TYPED with intelligence and dispatch. PEGGY SWEET, 424 Madison Ave., NYC. PLaza 8-2740.

ELEANOR KING, literary agent; books, plays, stories, novels, all languages marketed, 19 West 44 St., NYC 36.

WRITERS! TV-MINDED? You do not have to be a television writer to write for TV. Outline, plot or synopsis will suffice. Write for terms—TODAY! MEAD AGENCY, 419 Fourth Ave., NYC 16.

WE SELL YOUR MANUSCRIPTS! Literary agents 33 years. Constructive criticism, editing. New writers invited. References: ANITA DIAMANT, The Writers' Workshop, Inc., 280 Madison Ave., NYC 16.

WE PUBLISH, print and distribute your manuscript in pamphlet or book form. Send for free folder. WILLIAM-FREDERICK PRESS. Pamphlet Distributing Co., 313 West 35 St., NYC. LAckawanna 4-0178.

MANUSCRIPT TYPING SPECIALISTS. Efficient, Economical, prompt. GLADYS-IRENE LEAHEY, 551 Fifth Ave., NYC. MUrray Hill 7-2227.

TWENTY-THREE IMPORTANT SERVICES for all writers available to members. Write for information. NATIONAL WRITERS' CLUB, Denver 6, Colorado.

STORIES, NOVELS, ARTICLES, BOOKS Marketed. Highly recommended for publication of fiction and nonfiction. Editorially recognized advice, recommendations, editing for revision, sales publication. Unestablished writers assisted. Information available before sending manuscripts. LAURENCE ROBERTS, LITERARY AGENT, 33 West 42 St., NYC 18.

GHOSTWRITING ARTICLES, THESES, books, speeches, revision, NEIL FARBER ASSOCIATES, 1472 Broadway, Room 612, NYC 18.

NOVELS, MANUSCRIPTS—typed, mimeographed. ROBETTE, 130 West 42 St., NYC. CHickering 4-6238.

BOOKPLATES

BORROWED BOOKS come back to you when guarded by an Antioch Bookplate. For free samples and catalogue, address ANTIOCH BOOKPLATES, P.O. Box 620, Yellow Springs, Ohio.

CLASSIFIED

EDUCATION

FRANK PIERCE JONES, Ph.D., 180 Marlborough St., Boston, Massachusetts. Instruction in the F. Matthias Alexander Technique of KINAESTHETIC REEDUCATION.

OUT-OF-PRINT

BOOKS FOUND! Fast service—reasonable prices. Send titles wanted—no obligation. INTERNATIONAL BOOKFINDERS, Box 3003-SRL, Beverly Hills, Calif.

BOOKS LOCATED. No charge for searching. Send your wants. DELTA BOOK SERVICE, 2856 Woodlawn Terrace, Memphis, Tennessee.

ANY BOOK LOCATED. Free catalogue, MID-WEST BOOK SERVICE, 4301 Kensington, Detroit 24, Mich.

THIRTY YEARS of experience PROVES that people know WHERE to go for their out of print books. We make no extravagant claims! Dept. S. AUDUBON BOOK SERVICE, 415 Lincoln Ave., Brooklyn 8, N. Y.

FRENCH BOOKS

THE FRENCH BOOKSHOP, 556 Madison Avenue, New York's only French bookshop where French books ONLY are sold exclusively. Mail-order Catalogue 30¢.

BOOKS

THOUSANDS OF BOOKS—Complete stock hard-to-find books. Established in 1900. CRIST BOOK SHOP, 381 Wabasha, St. Paul, Minnesota. WE BUY BOOKS.

"HISTORY NEW LONDON," Caulkins, $7.50. "History Connecticut," Trumbull, $5. THE CRANSTON Co., Norwich, Connecticut.

ATHEIST BOOKS. 32-page catalogue free. TRUTH SEEKER Co., 38 Park Row, NYC 8.

NAME THE BOOK—WE'LL GET IT! CHICAGO BOOK MART, 1021-A Argyle, Chicago 40, Illinois.

BOOKS ON THE EAST: China, Japan, Siam, Burma, India, Central Asia, Persia, Arabia, Egypt, etc. Send for catalogues. Established 1920. ORIENTALIA, 11 East 12 St., NYC 3.

BOOKS in French, Spanish, Italian, German, Russian. Reasonable prices, plus 10% postage. LEE SANBORN, IMPORTER, 74 High St., Holyoke, Massachusetts.

BACK NUMBERS

MAGAZINES—THOUSANDS from Dime Novels to Fortunes, 1715 to date. "BACK NUMBER" WILKINS, Danvers, Massachusetts.

RECORD MART

RECORDERS (ENGLISH FLUTES) finest imported make. English, Swiss fingerings. $4.50. $8.50 up. Recorder music, recorder records. Free catalogue R93, HARGAIL, 130 West 56 St., NYC.

RARE RECORDS sold, lowly priced. Free lists. Collections bought. E. HIRSCHMANN, 100 Duncan Ave., Jersey City, New Jersey.

HI-FI MUSIC for your home. SUPERB SOUND. From $650. Write BOHN MUSIC SYSTEMS, 550 Fifth Ave., NYC 36, PLaza 7-8569.

OPERA OF THE MONTH and OPERA MINIATURES. NEW productions of standard operatic literature. On vinylite. All speeds. Free literature. Dept. S., MUSIC ASSOCIATES, Inc., 1650 Broadway, NYC.

FONOTIPIA and other rare vocals. Free lists. R. WESTHOFF, 931 Geary St., San Francisco 9, California.

Hi-Fi Repair

ALL MAKES. Factory authorized: Radio Craftsmen, Thorens, Collaro, Ekotape and others. SIGMA ELECTRIC Co., 11 East 16 St., NYC.

PERSONALS

DID YOUR ANCESTORS COME FROM EUROPE? You have the unquestionable right to display a family Coat of Arms. We will paint it in beautiful heraldic colors. Our service is authentic and inexpensive. Send name or names for estimate to HERALDRY, P. O. Box 13, Williamsport, Pennsylvania.

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

PERSONALS

WANTED TO BUY: Established bookshop preferably in Eastern Coastal State. Write full particulars stating space occupied, whether additional space for expansion available; also give past volume and earning record. All data treated in confidence. Box P-935.

CHARMING, EXCLUSIVE GRAMERCY PARK—Attractive 1-room studio suites with full hotel service. PARKSIDE HOTEL, 18 Gramercy Park South, NYC. Transients from $3. Attractive weekly-monthly rates. GRamercy 5-6000.

TO FOSTER GOOD WILL. Free instruction course by mail in the Catholic religion. No obligation. Write CATHOLIC INFORMATION SOCIETY, Dept. S, 214 West 31 St., NYC.

MAKE MELLOW MUSIC IMMEDIATELY with lovely imported pearwood Recorder. Perfect intonation. Not a toy. $14.50 complete. COOPER MUSICo., 63 East Grand Ave., Chicago, Illinois.

"HOW CAN I FIND OUT?" You can! Information confidentially developed. Any matter, person, problem. Worldwide. Officially licensed. Established 1922. WILLIAM HERMAN, 170 Broadway, NYC.

THERE'S A SURPRISE in store for Review Readers in Washington, D. C. They enjoy special rates and privileges at the 3 fine, conveniently located Manger owned and operated hotels—the Annapolis, Hamilton, and Hay-Adams. All-expense visit includes air-conditioned room with bath, sightseeing tours, broadcasts, etc.—from $10.95 up. Write Harry Weissinger, General Manager, Hotel Annapolis, Washington 5, D. C. (Mention this ad for special Review booklets and detailed information.)

STRENGTHEN YOUR DIAPHRAGHM and lungs. Develop strong, clear, dynamic, outstanding Voice with Oz. Voice Developer. Small fee, refunded if not satisfied. "OZ." VOICE DEVELOPER. 665 CS (21), St. Louis, Missouri.

REPAIRERS OF THE IRREPARABLE. Restoring China, Glass, Silver, Art Objects, Ivory, Tortoise Shell. Lamps mounted. HESS REPAIRS, 168 East 33 St. NYC 16. MUrray Hill 5-4280.

FOR KEEP'S SAKE! Make your Christmas gift one to be remembered. Combine your greeting and gift in book form. A short story, poem, classic—beautifully produced at a reasonable cost. The ideal thing for business firms as well as individuals. The best in materials; 30 years know-how. Dept. C. COMET PRESS BOOKS, 11 West 42 St., NYC 36.

FRENCH IS FUN! Speak in 12 lessons. NYC. LOngacre 6-8220 or WOrth 2-1770.

NEW YORK CITY IS LOTS MORE FUN when you stay at the VANDERBILT and enjoy the extra advantages of a truly fine hotel . . . central location, superb service and accommodations. HOTEL VANDERBILT offers 7 different, 3-day all-expense weekends from $10.43 per person; including twin-bed rooms with private bath, breakfast in bed or in the famed Palm Garden Restaurant, and your choice of nightclubbing or sightseeing. Write for booklet AE, HOTEL VANDERBILT, Park Ave., at 34 St., NYC.

WANT A GIFT for a special friend? Send him Playing Cards or Letter-paper with sketch of his own house. Ask TIFFT, 283 Tifft Road, Dover, New Hampshire.

LET'S TRADE—Send us three books, fiction or biography and $1. We send you three different books in exchange. No paperbacks. U.S. only. BOOK EXCHANGE, 1128 Harlem Blvd., ROCKFORD, ILLINOIS.

PROFESSIONAL CONCERT PIANIST seeks part-time work. Vast musical knowledge. Box P-958.

IMPORTED SPANISH BULLFIGHT POSTERS make striking, colorful room decoration for Den, Bar, Recreation Room. Brilliant colors on heavy paper. Large 1¾ x 3½-foot display size, two different $2; four different $3. Include 25¢ handling. No COD's please. LOS TOROS, Box 5294, Indianapolis 20, Indiana.

FARM-ESTATE MANAGER thoroughly experienced in dairy, crop farming available to take complete charge. Box 312, New Hope, Pennsylvania. Telephone 2851.

EXECUTIVE-TYPE GENTLEMAN desires position of trust and confidence; will assume responsibilities; free to travel or settle anywhere. Box P-952.

RETIRED PROFESSIONAL WOMAN; healthy, active, unencumbered, congenial, adaptable, personable, educated; good reader, driver; can type, cook. Wants useful, interesting employment. Box P-951.

JOURNALISM GRADUATE, 21, seeks experience—desires job anywhere—writing and learning. Box P-950.

PERSONALS

MEXICO CITY PENSION. Convenient, reasonable. Write: Srita. Puga, 5 Teotihuacan, Mexico, D.F.

CULTIVATED WOMAN, social experience, musical skill, competent and resourceful, to arrange travel or interesting home life as companion for person needing warmth and understanding. Box P-948.

NEW ENGLAND SPINSTER, formerly private secretary, wishes congenial, unattached lady, of mature years, to share small, but select, home in Brookline, Massachusetts. Own room and bath. Meals optional. Box P-945.

WHY DON'T YOU WRITE? Writing short stories, articles on business, hobbies, travel, etc. will enable you to earn extra money. In your spare time at home, we teach you to write the way newspaper men and women learn—by writing. Free "Writing Aptitude Test" tells whether you possess the fundamental qualities essential to successful writing. Write today! NEWSPAPER INSTITUTE OF AMERICA, Suite 5213-P, 1 Park Ave., NYC 16

EDUCATED (WELLESLEY '39) GIRL, loving homely surroundings, art student, lip-reader, desires room in congenial home, commuting distance New York (October—June); about $15 weekly. Box P-962.

PERSONABLE YOUNG MAN, versatile, desires permanent position in NYC. College. Box P-963.

WRITER, (woman), published poetry, plays, seeks teaching position or publishing. Telephone University 4-9252 (NYC) or write Box P-964.

EXPERIENCED MAGAZINE FEATURE WRITER can use apprentice collaborator, New York area or possibly through correspondence elsewhere. Experience unnecessary but ability and personality essential. Box P-965.

APARTMENTS FOR RENT

THE EXCITEMENT OF NEW YORK combined with the charm of patrician Murray Hill at the DRYDEN HOTEL. Walking distance to the UN, Grand Central, Fifth Avenue shops, theatres, restaurants. Spacious 1½ and 2½-room suites, serving pantries, air conditioning; complete, efficient hotel services. REASONABLE RATES. TV and radio available. DRYDEN HOTEL, 150 East 39 St., NYC. ORegon 9-3900.

MODERN APARTMENT, all utilities, in secluded farmhouse. Beautiful view. $50 weekly; less monthly. Telephone Ashfield 54-R2 (Mass.).

HOUSES AVAILABLE

For Sale

WESTON, CONNECTICUT, Artistic contemporary home, almost 6 acres beautiful woodland—pond site. Secluded yet accessible. Box 493, Southport, Connecticut.

UNUSUAL, Island, ivy-covered, slate-roofed, brick house; guest cottage, 3-car garage. $29,500. Telephone SYosset 6-3016 (N.Y.).

SOUTHAMPTON, N.Y. 90-acre waterfront estate—$2,500 to $11,000 per acre. Shinnecock Bay, opposite ocean inlet. Residential only, regulation-protected, views unequaled. Telephone Grosvenor Atterbury at Southampton 1-0075-P.

CROTON FALLS, N.Y. Well-built home on ½ acre, landscaped, beautiful view from picture window in large living room with fireplace, dining area; 2 large bedrooms, tiled bath, streamlined kitchen equipped, garage attached, combination screen and storm sash, artesian well, 1½ miles railroad station. Wonderful buy, $21,500. HELEN B. OOTHOUSE, Agent, R.F.D. Brewster, N.Y. Telephone North Salem 9-5722. GERTRUDE V. SMITH, Broker, Croton Falls, N. Y.

PRINCETON, MASSACHUSETTS. Lovely old Cape Cod colonial in beautiful setting of stone walls and woodlands. 119 acres, secluded but not isolated. 7 rooms, 2 fireplaces, and expandable. Restored and winterized. Near Worcester, 1½ hours from Boston. $16,000. Write or telephone H. L. Brownell.

ON ISLAND, about ½ acre, Maine Lake. 5 bedrooms, electricity, running water, fireplaces, screened sun room; furnished or unfurnished. Inquire: John W. Cleveland, Crockett Ridge, Norway, Maine.

YOUNG, SINGLE HOUSE (Newbury, Massachusetts) of contemporary design seeks congenial lessee, purchaser. 2 bedrooms, fireplace; 12 acres, pond. Privacy. Box P-942.

HOUSES AVAILABLE

For Sale

1775 COLONIAL, Merrimack Valley, West Newbury, Massachusetts. On hill, 18 acres, pasture with brook, 50 minutes from downtown Boston via express highway. 12 rooms, 7 fireplaces, including 2 on unique hanging chimney; new ell, with large sun porch, 2-car garage; interior framing and trim incomplete. Ideal for home craftsman with bent for light carpentry. $12,000. Box P-940.

For Rent

VERMONT—September 15—May 1, house in the country, charmingly furnished, 4 bedrooms, 2 baths, large living-dining room. Near Dartmouth College Library, skiing areas. Rent: $225 monthly, including services of excellent maid. Box P-936.

SWISS CHALET in Ramapo Mountains. Ideal for writer, business couple. 45 minutes George Washington Bridge. New house, newly furnished. Oil heat. 2 bedrooms, large living room, kitchen, 1½ baths, sun deck. Available September 15-May 15. $80 month. Box P-960.

FABULOUS, remodeled carriage house in lovely Berkshire village near Lakeville, Connecticut. Vast living room, sky-light studio; 2 huge stone fireplaces; big kitchen, tap room, 4 bedrooms, 2 baths. Oil heat. Well furnished. 5 minutes drive to big lake, golf course. $125 month. Box P-959.

VACATIONS

COLONIAL CHARM, luscious food, casual and intimate. Delightful walks midst woods and rolling hills. Horses, golf nearby. Country auctions. LEWIS & MARY FISHER, BANTAM, CONNECTICUT.

FESTIVAL HOUSE, LENOX, MASSACHUSETTS offers low post-season, holiday rates. Jacob's Pillow, free Festival Theatre, free concerts featuring Kroll Quartet, others; folk dancing, singing. Write, telephone for details. Lenox 367-W.

PIKE COUNTY LODGE HIGH IN THE POCONOS. A simple, gracious mountain lodge . . . quiet seclusion in natural woodland setting. 185-acres, 2 private lakes. Charming Old World Hospitality—fine attention to food and service. Recommended by leading Food and Travel Authority. Open until mid-October. Werner & Helen Jung, Owner-Managers, Tafton, Pennsylvania.

MERRIEBROOK, Poughquag, N. Y. Tempting meals. Quiet. Adults only. North Clove 2421.

HATHAWAY LODGE, the luxury lodge for adults. Formerly the palatial 592-acre Macy estate "In the Hills of the Sky." Luxurious rooms, many with open fireplaces. Private swimming pool. Magnificent mountain trails for hiking and horseback riding. Golf and tennis, recordings, ping-pong, library, informal dancing. Superb American-Jewish cooking. Easy transportation. Attractive rates. For reservations or booklets: HATHAWAY LODGE, Haines Falls, N.Y. Telephone Tannersville 299.

GREEN SHADOWS, Old Lyme, Connecticut. Quiet informal country life, good food, comfortable beds.

VERMONT VACATION on Lake Hortonia. Informal, not rustic, late breakfasts, buffet luncheons, gourmet food. Sports. SUDBURY INN. Sudbury, Vermont.

KANDAHAR LODGE, MANCHESTER, VERMONT. On Bromley Mountain. Beautiful fall vacationland. Blazing foliage. Very restful. Sports. Friendly informality. Delicious food. Automatic heat. Low fall rates. Folder.

AUTUMN AT BLUEBERRY HILL! Lucullan food. Blazing foliage. Nothing whatever to do. The Mastertons, Brandon, Vermont.

CHANTERWOOD, LEE, MASSACHUSETTS. Unique rustic Lodge and Cabins on lovely lake deep in woods far off highways. Ideal September vacation spot. Boating, swimming, tennis, recordings, etc. Midway Jacob's Pillow and Berkshire Playhouse. Informal, moderate. Folder S.

MUSIC WORKSHOP AT MUSIC INN weekends, beginning September 18. Instruction and group participation in folk singing, folk guitar, recorder playing, folk and jazz dancing AND boating, bicycling, tennis and badminton on Music Inn's 100 acres. Write: MUSIC INN, Lenox, Massachusetts.

SEVEN HILLS, LENOX, MASSACHUSETTS. For Indian Summer in the Berkshires. Warm days, crisp nights, crackling fireplaces, books, music. Telephone Lenox 8677.

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

KINGSLEY DOUBLE-CROSTIC NO. 1018

Reg. U. S. Patent Office

By Doris Nash Wortman

DEFINITIONS	WORDS
A. Describing a certain Amer. screech owl in the gray phase of plumage.	140 64 59 2 125 170 139
B. Education late in life.	133 70 56 57 107 74 73 163 150
C. Amer. clergyman, 1861-1941; special ed. for furniture terms, Webster's New Int. 2nd Ed.	99 152 37 32 51 186 62
D. With "of the Christian Religion," the principal work of John Calvin, 1536.	115 113 36 76 127 79 116 180 189 3
E. Elizabethan soldier - poet, "Shore's Wife" his best work.	29 184 69 94 85 134 9 81 175 103
F. Name applied to Plato, Sophocles, Xenophon, because of the sweetness of their style (2 wds.).	185 82 60 118 87 112 101 91 71 54 35
G. First two words of title of one of best-loved of Negro spirituals (see Word M).	117 132 90 21 68 109 15 156
H. The highest, or lowest, voice in choral music (2 wds.).	146 53 105 61 182 47 86 42 92
I. Amer. landscape painter, d. 1936, famous for Breton scenes.	188 44 26 179 7 123 14 25 102
J. Number of the Commandment which Coleridge said "was not made for bards."	129 148 100 40 120
K. What the infant is saved from by the "trailing clouds of glory."	154 174 128 5 43 142 77 58 96
L. Full of plots; watching for an opportunity to ensnare.	83 160 104 66 119 1 155 30 45
M. Last two words of title in Word G.	55 65 124 89 84 12 38 110 34 157 121 50
N. Steelworking "Vale," on river of same name, Monmouthshire, Eng.	135 88 151 167
O. Descriptive verb of Japs' progress in SE Asia, World War II (past tense).	106 67 122 98 126 183 20 6 46 13 161
P. First novel by Edna Ferber, 1911.	137 41 27 23 187 169 164 49 130
Q. Looks after.	48 97 24 176 10 172 147
R. Most unsightly.	72 114 31 22 178 143 162
S. Projecting arm of a crane, carrying the load.	52 159 18 177 39 165
T. Sonnet sequence by Rossetti, inspired by his wife (3 wds.).	80 168 33 173 95 141 158 8 11 75 181
U. Servant to Alfred Jingle, in "Pickwick Papers."	131 4 19 111 166 93 145
V. The lady in the triangle with Gawain and Pelleas, "Idyls of the King."	138 149 153 171 63 17
W. Music term for certain elasticity of tempo within a phrase.	78 108 16 136 144 28

DIRECTIONS

To solve this puzzle you must guess twenty-odd WORDS, the definitions of which are given in the column headed DEFINITIONS. Alongside each definition, there is a row of dashes—one for each letter in the required word. When you have guessed a word, write it on the dashes, and also write each letter in the correspondingly numbered square of the puzzle diagram. . . When the squares are all filled in, you will find that you have completed a quotation from some published work. If read up and down, the letters in the diagram have no meaning. . . Black squares indicate ends of words; if there is no black square at the right side of the diagram, the word carries over to the next line. . . When all the WORDS are filled in, their initial letters spell the name of the author and the title of the piece from which the quotation has been taken. Of great help to the solver are this acrostic feature and the relative shapes of words in the diagram as they develop.

Authority for spellings and definitions is Webster's New International Dictionary, Second Edition.

■	1 L	2 A	3 D	■	4 U	5 K	6 O	7 I	8 T	9 E	■	10 Q	11 T	12 M	13 O	■		
14 I	15 G	■	16 W	17 V	■	18 S	19 U	20 O	21 G	■	22 R	23 P	24 Q	25 I	■	26 I		
27 P	28 W	■	29 E	30 L	31 R	32 C	33 T	34 M	35 F	36 D	■	37 C	38 M	39 S	■	40 J		
41 P	42 H	43 K	44 I	45 L	46 O	■	47 H	48 Q	49 P	50 M	■	51 C	■	52 S	53 H	54 F		
55 M	56 B	■	57 B	58 K	■	59 A	60 F	61 H	■	62 C	63 V	64 A	65 M	66 L	67 O	68 G		
■	69 E	70 B	■	71 F	72 R	73 B	■	74 B	75 T	76 D	77 K	78 W	■	79 D	80 T	81 E		
82 F	■	83 L	84 M	■	85 E	86 H	87 F	■	88 N	89 M	■	90 G	91 F	92 H	93 U	94 E		
95 T	96 K	97 Q	98 O	99 C	100 J	■	101 F	102 I	103 E	■	104 L	105 H	106 O	107 B	108 W	109 G		
110 M	111 U	112 F	113 D	114 R	■	115 D	■	116 D	117 G	118 F	119 L	■	120 J	121 M	■	122 O		
123 I	124 M	125 A	■	126 O	127 D	128 K	129 J	■	130 P	■	131 U	132 G	133 B	■	134 E	135 N		
136 W	137 P	138 V	139 A	■	140 A	141 T	142 K	143 R	144 W	145 U	146 H	147 Q	148 J	149 V	150 B	■		
151 N	152 C	153 V	■	154 K	155 L	156 G	■	157 M	■	158 T	159 S	160 L	161 O	■	162 R	163 B		
164 P	165 S	■	166 U	167 N	168 T	■	169 P	170 A	171 V	172 Q	173 T	■	174 K	175 E	176 Q	■		
177 S	178 R	179 I	180 D	181 T	182 H	■	183 O	184 E	185 F	186 C	■	187 P	188 I	189 D	■	■		

Solution of last week's Double-Crostic will be found on page 34 of this issue.

PRINTED IN THE U. S. A. BY THE CUNEO PRESS, INC.

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

ANNOUNCING THE SATURDAY REVIEW'S
WORLD TRAVEL PHOTOGRAPHIC AWARDS

Win a Flight Around The World

AT THE CLICK OF A CAMERA

A NEVER-TO-BE-FORGOTTEN FLIGHT around the globe by Pan American World Airways' giant Clippers*, touching down in many exotic lands, is the Grand Prize that awaits the winner of THE SATURDAY REVIEW'S WORLD TRAVEL PHOTOGRAPHIC AWARDS, in whatever part of the United States or the world he lives.

Europe, the Mediterranean and the Middle East, India and Southeast Asia and Japan and the islands of the Pacific climaxed by Hawaii, will unroll on a magic carpet for the Grand Prize winner as Pan American World Airways flies him and his camera around the world, opening up wonderful new horizons.

There will be twenty-six awards in all for SATURDAY REVIEW readers who have taken unusual pictures, in either color or black-&-white, during vacation or business trips abroad or at home during the past year.

Because of the increasing interest our readers have shown both in travel and photography, THE SATURDAY REVIEW has decided to establish these World Travel Photographic Awards and to feature the winning pictures in its annual World Travel Calendar issue. The next Calendar, to appear in the January 2, 1954 issue of THE SATURDAY REVIEW, will report forthcoming events of major importance to tourists during the coming year in nearly fifty countries.

The Calendar will be fully illustrated by the World Travel Awards photographs. A page is devoted to each month of the year, and each of these pages will be dominated by one of the award-winning pictures. The Grand Prize winner will be reproduced on the cover of the January 2nd issue.

The Awards pictures will be chosen by the following judges, all distinguished in the field of photography or travel:

Ivan Dimitri—Leading color & magazine photographer
Norris Harkness—President, Photographic Society of America, syndicated columnist, and leading authority on photography
Leopold Godowsky—Co-inventor of Kodachrome
Horace Sutton—Travel Editor, THE SATURDAY REVIEW, noted travel photographer

Full details of the Grand Prize and of the other 25 valuable awards will be announced in future issues. Read THE SATURDAY REVIEW regularly for additional Award news.

The important thing is to read the complete rules below, and start sending in your entries now, either color or black-and-white. Each week, starting in an early issue, the outstanding photographs of the week will be published in THE SATURDAY REVIEW along with the latest news of the Awards.

Deadline for entries is November 1, 1953. Send your entries on or before that date to:

PHOTO AWARDS

The Saturday Review

25 WEST 45TH STREET, NEW YORK 36, N. Y.

* Trade Mark, Reg. U.S. Pat. off.

Award Rules

1. The contest is strictly for amateur photographers. Anyone is eligible except employees of THE SATURDAY REVIEW, Pan American World Airways, and members of their families, and individuals who personally, or any members of whose families, are engaged in the manufacture, sale, commercial finishing, or professional use of photographic goods.

2. Pictures must have been made after July 1, 1952, during a trip away from home for either holiday or business purposes. They may be taken with any kind of camera on any kind of film.

3. Black and white photographs must be submitted in glossy prints no larger than 8 x 10. On the back of the photograph must appear the name and address of the photographer, the photographic data on the making of the picture, including the date and place it was shot. Developing and printing may be done by a photo-finisher or the entrant. No artwork or retouching is permitted on prints or the negatives from which they are made. No composite pictures, such as multiple printing or montages, are eligible. No black and white pictures from color transparencies will be accepted. Pictures should not be mounted or framed. No prints will be returned. No negatives should be submitted, but original negatives must be available when called for.

4. Original color transparencies must be submitted. Those in glass mounts should be carefully wrapped to avoid breakage. Those in cardboard mounts, or unmounted, should be enclosed in glassine or acetate envelopes to prevent scratching or other possible damage, and further protected by a cardboard backing. Color transparencies not awarded prizes will be returned to entrant if accompanied by a stamped, self-addressed envelope. Duplicate transparencies will be made for color prize winner.

5. THE SATURDAY REVIEW assumes no responsibility for negatives, prints or color transparencies.

6. To enter the contest, mail as many prints or color transparencies as you desire to this magazine's WORLD TRAVEL PHOTOGRAPHIC AWARDS. All pictures must be postmarked not later than November 1, 1953, to be eligible for judging.

7. Pictures will be judged on photographic quality and originality in choice and treatment of subject. The decision of the judges will be final.

8. Before receiving a final prize, the entrant must sign a statement that his picture, or any closely similar picture of the same subject or situation, has not been and will not be entered by him in any photographic contest other than the one conducted by this magazine, and has not been and will not be offered for publication in any manner. Winning black and white pictures and color transparencies become the property of THE SATURDAY REVIEW.

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

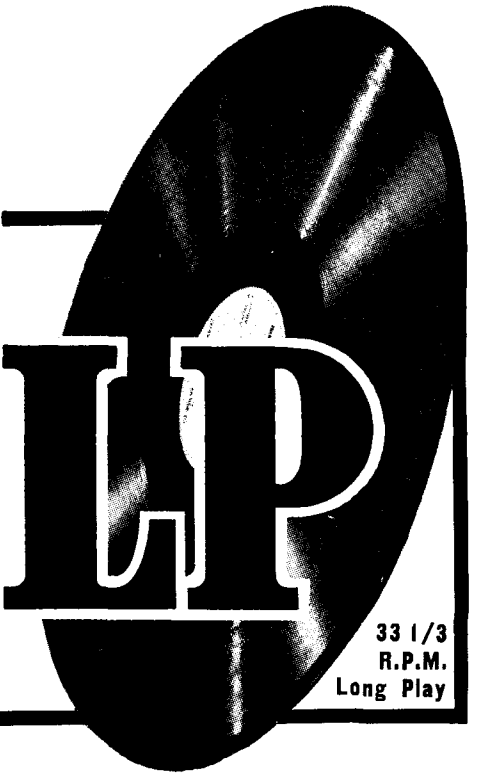
FREE!

ON THIS AMAZING OFFER

This extraordinary HI-FIDELITY recording of

MOZART'S

Symphony No. 14 in A Major



Money-Back Guarantee

If not delighted, you may return any record in 5 days and your money will be refunded. You may *keep* the FREE Mozart Record *in any case!*

WE want to give you this extraordinary LP record—FREE—in order to acquaint you with the fine high-fidelity releases of the Musical Masterworks Society. You will receive it by buying any of the records below at the unbelievably low price of $1.50 each. A selection of the greatest music ever written, in internationally acclaimed performances.

These records are unconditionally guaranteed to be equal in musical and technical quality to records selling for *more than three times their price.* They are pressed on the finest plastic, and incorporate the latest advances of high fidelity reproduction to give you beauty of tone with a virtual absence of surface noise.

You Save 66 2/3% on Each of These Records!

You may buy one or more of these records at $1.50 each—thus saving over $3.00 per record on the usual price. This saving is possible only because we sell direct and because of advanced production techniques which cut overhead to the bone.

Order all the records of your choice now at this low price by checking the boxes in the coupon. If not delighted your money will be promptly refunded. You may keep the FREE Mozart record *in any case!*

MAIL THIS NO-RISK COUPON TODAY!

Order All the Records You Wish—Save 66 2/3% on Each One You Buy!

Musical Masterworks Society, Inc.
Dept. 59-A, 250 W. 57th St.,
New York 19, N. Y.

Send me FREE the Long Playing, High Fidelity Recording of Mozart's Symphony No. 14 in A Major. Also send me the records I have checked below. I enclose $1.50 for each record plus 25¢ per record for shipping expenses. *(NOTE: If you order 4 or more records, we pay all shipping charges.)*

If not delighted, I may return any record in 5 days for refund. (The Mozart record is mine to keep in any case.)

☐ **TCHAIKOVSKY:** *Symphony No. 4 in F Minor.* Netherlands Philharmonic Orchestra; Walter Goehr, conductor.

☐ **BEETHOVEN:** *Symphony No. 5 in C Minor.* Utrecht Symphony Orchestra; Paul Hupperts, conductor.

☐ **BEETHOVEN:** *Symphony No. 8 in F Major.* Winterthur Symphony Orchestra; Walter Goehr, conductor.
BEETHOVEN: *Two German Dances.* Winterthur Symphony Orchestra; Walter Goehr, conductor.

☐ **BRAHMS:** *Symphony No. 3 in F Major.* Zurich Tonhalle Orchestra; Otto Ackermann, conductor.

☐ **BACH:** *Brandenburg Concerto No. 4 in G.* Winterthur Symphony Orchestra; Walter Goehr, conductor.
BACH: *Brandenburg Concerto No. 5 in D.* Winterthur Symphony Orchestra; Walter Goehr, conductor.

☐ **BACH:** *Organ recital: Toccata, Adagio and Fugue in C Major; Toccata and Fugue in D Minor; Toccata in F Major.* Alexander Schreiner, at the Organ of the Tabernacle, Salt Lake City.

☐ **LALO:** *Symphonie Espagnole.* Ricardo Odnoposoff, violinist; Utrecht Symphony Orchestra; Walter Goehr, conductor.

☐ **SCHUBERT:** *Symphony No. 5 in B-Flat Major.* Winterthur Symphony Orchestra; Fritz Busch, conductor.

☐ **DUKAS:** *The Sorcerer's Apprentice.* Utrecht Symphony Orchestra; Paul Hupperts, conductor.
MOUSSORGSKY: *Night on Bald Mountain.* Netherlands Philharmonic Orchestra; Walter Goehr, conductor.

☐ **MENDELSSOHN:** *Violin Concerto in E Minor.* Louis Kaufman, violinist; Netherlands Philharmonic Orchestra; Otto Ackermann, conductor.

☐ **MOZART:** *Piano Concerto No. 20 in D Minor.* Frank Pelleg, pianist; Musical Masterworks Symphony Orchestra; Walter Goehr, conductor.

☐ **WAGNER:** *Die Meistersinger von Nürnberg (Preludes to Acts I and III).* Zurich Tonhalle Orchestra; Otto Ackermann, conductor.
WAGNER: *Tannhaeuser (Overture).* Zurich Tonhalle Orchestra; Otto Ackermann, conductor.

☐ **CHOPIN:** *Piano Concerto No. 2 in F Minor.* Mewton-Wood, pianist, Radio Zurich Orchestra; Walter Goehr, conductor.

☐ **HAYDN:** *Symphony No. 96 in D Major. "Miracle".* Winterthur Symphony Orchestra; Walter Goehr conductor.
HAYDN: *Isola Disabitata (Overture).* Zurich Tonhalle Orchestra; Otto Ackermann, conductor.

☐ **BIZET:** *Symphony in C Major.* Utrecht Symphony Orchestra; Paul Hupperts, conductor.

Total No. of Records Checked.....at $1.50 per Record $.....

Mailing Charges 25¢ per Record $.....
If you order 4 or more records WE absorb all mailing charges)

TOTAL ENCLOSED $.....

Name.....
(Please Print)

Address.....

City.....Zone.....State.....

Dept. 59-A

MUSICAL MASTERWORKS SOCIETY, INC.

PRODUCED BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED